

SPANISH
for
Missionaries



Spanish for Missionaries

Spanish, January 7, 2010

Contents | Listed by Language Functions

Grammar-Task Index

The following list gives examples of grammar principles that may be most helpful in teaching certain principles and performing certain tasks. This list is only a general guide and is not exhaustive. It is very likely that you will need to learn additional grammar to perform these tasks effectively, and it is also possible that you will not need to extensively use some of the principles listed here to perform the tasks they are listed with.

Your investigators' needs, not this list, should govern your language study. You should carefully determine what you should teach to fulfill your investigators' needs, and use that to determine the grammar you study. In addition, you should remember that learning to performs these tasks and teach these principles is not an end unto itself, but a means to fulfill your purpose as a missionary.

Most principles and tasks have both "basic" and "additional" grammar principles. Missionaries just starting out may want to focus on the basic principles before learning the additional ones.

Principle/Task	Basic	Additional
Lesson 1		
God is Our Loving Heavenly Father	Subject Pronouns, *Ser y Estar*, Possession	Verb + Infinitive, Present: Irregular, Direct Object Pronouns
The Gospel Blesses Families	Personal *A*, Cognates, Gender and Number	*Por y Para*, Direct Object Pronouns, Perfect and Past Participles
Heavenly Father Reveals His Gospel in Every Dispensation	Negation, Possession, Present: Regular	Passive Voice, *Por y Para*, Present: Stem and Spelling Changes
The Savior's Earthly Ministry and Atonement	Preterit: Regular, Preterit: Stem and Spelling Changes, Possession	Preterit: Irregular, Imperfect, Preterit vs. Imperfect
The Great Apostasy	Preterit: Regular, Preterit: Irregular, Imperfect	Passive Voice, Perfect and Past Participles, Possession
The Restoration of the Gospel of Jesus Christ through Joseph Smith	Imperfect, Preterit vs. Imperfect, Preterit: Regular	Preterit: Irregular, Verb + Infinitive, Adjectives and Agreement
The Book of Mormon: Another Testament of Jesus Christ	Adjectives and Agreement, Prepositions, Articles	Preterit vs. Imperfect, *Por y Para*, Demonstratives
Pray to Know the Truth through the Holy Ghost	Commands, Future, Adjectives and Agreement	Verb Comparisons, *Ser y Estar*, Present: Stem and Spelling Changes
Lesson 2		
The Plan of Salvation	Questions, Prepositions, Conjunctions	Preterit: Regular, Preterit vs. Imperfect, Imperfect
The Creation	Preterit: Regular, Conditional, Cognates	Conjunctions, Past Subjunctive, Preterit: Irregular
Agency and the Fall of Adam and Eve	Imperfect, Perfect and Past Participles, Preterit vs. Imperfect	Verb + Preposition, Conjunctions, Adjectives and Agreement
Our Life on Earth	Direct Object Pronouns, Personal *A*, Progressive and Present Participles	Cognates, Indirect Object Pronouns, Present: Stem and Spelling Changes
The Atonement	Preterit: Irregular, Conditional, Preterit vs. Imperfect	Past Subjunctive, Present Subjunctive: Adverb Clauses, Indirect Object Pronouns
The Spirit World	Articles, Future, *Ser y Estar*	Passive Voice, Adjectives and Agreement, Prepositions
The Resurrection, Judgment, and Immortality	Adverbs, Conjunctions, *Ser y Estar*	Future, Relatives, Cognates
Kingdoms of Glory	Comparatives and Superlatives, Demonstratives, Relatives	Future, Perfect and Past Participles, Present Subjunctive: Adjective Clauses
Lesson 3		
Through Jesus Christ We Can Be Cleansed from Sin	Verb + Infinitive, Articles, Present: Regular	Passive Voice, Prepositions, Possession
Faith in Jesus Christ	Present: Regular, Articles, Subject Pronouns	Personal *A*, Direct Object Pronouns, Possession

Repentance	Present: Stem and Spelling Changes, Conjunctions, Reflexives	Present Subjunctive: Noun Clauses, Direct Object Pronouns, Passive Voice
Baptism, Our First Covenant	Articles, Indirect Object Pronouns, Reflexives	Passive Voice, Prepositions, *Por y Para*
The Gift of the Holy Ghost	*Por y Para*, Adjectives and Agreement, Verb + Infinitive	Present: Regular, Direct Object Pronouns, Combined Object Pronouns
Endure to the End	Reflexives, Present: Regular, Future	Verb + Preposition, Passive Voice, Prepositions
Lesson 4		
Obedience	*Por y Para*, Possession, Indirect Object Pronouns	Direct Object Pronouns, Verb Comparisons, Present: Irregular
Pray Often	Possession, Indirect Object Pronouns, Present Subjunctive: Noun Clauses	Present Subjunctive: Forms, Reflexives, Verb + Preposition
Study the Scriptures	Articles, Adverbs, Present: Regular	Prepositions, Conjunctions, Adjectives and Agreement
Keep the Sabbath Day Holy	Prepositions, Reflexives, Present: Regular	Verb + Infinitive, *Ser y Estar*, Possession
Baptism and Confirmation	Personal *A*, Indirect Object Pronouns, Verb + Infinitive	Articles, Prepositions, Present: Regular
Follow the Prophet	Indirect Object Pronouns, Personal *A*, Gender and Number	Present Subjunctive: Adverb Clauses, Prepositions, Direct Object Pronouns
Keep the Ten Commandments	*Por y Para*, Indirect Object Pronouns, Future	Present: Stem and Spelling Changes, Verb + Infinitive, Conjunctions
Live the Law of Chastity	Cognates, Present: Regular, Adjectives and Agreement	Verb + Preposition, Comparative and Superlatives, Relatives
Obey the Word of Wisdom	Adjectives and Agreement, Verb + Infinitive, Indirect Object Pronouns	Direct Object Pronouns, Present Subjunctive: Adverb Clauses, *Ser y Estar*
Keep the Law of Tithing	Articles, Indirect Object Pronouns, Direct Object Pronouns	Present: Irregular, Conjunctions, Prepositions
Observe the Law of the Fast	Adjectives and Agreement, Reflexives, Present: Irregular	Perfect and Past Participles, Verb + Preposition, Conditional
How to Donate Tithes and Offerings	Passive Voice, Commands, Present: Regular	Progressive and Present Participle, Verb + Infinitive, Present: Stem and Spelling Changes
Obey and Honor the Law	Present: Regular, Verb + Infinitive, Passive Voice	*Ser y Estar*, Adjectives and Agreement, Articles
Lesson 5		
Priesthood and Auxiliaries	Articles, Indirect Object Pronouns, Adjectives and Agreement	*Por y Para*, Passive Voice, Prepositions
Missionary Work	Passive Voice, Present: Regular, *Ser y Estar*	Prepositions
Eternal Marriage	Articles, Reflexives, *Ser y Estar*	Adjectives and Agreement
Temples and Family History	Present: Regular, Personal *A*, Adjectives and Agreement	
Service	*Por y Para*, Reflexives, Personal *A*	
Teaching and Learning in the Church	Prepositions, Present: Regular, Reflexives	Future
Enduring to the End	Reflexives, Present: Regular, Future	Verb + Preposition, Passive Voice, Prepositions
Missionary Tasks		
Ask Questions	Questions, Prepositions, Verb + Infinitive	
Conduct a Meeting	Indirect Object Pronouns, Articles, Future	Present: Irregular, Verb + Infinitive, Passive Voice

Explain Priesthood Ordinances	Adjectives and Agreement, Passive Voice, Present Subjunctive: Adverb Clauses	Questions, Articles, *Por y Para*
Extend Commitment Invitations	Future, Questions, Time and Date	*Gustar*, Common Expressions, Direct Object Pronouns
Follow up on Commitments	Questions, Time and Date, Preterit vs. Imperfect	Commands, Present Subjunctive: Noun Clauses
Get to Know Someone	Questions, *Gustar*, *Ser y Estar*	Present: Irregular, Conditional
Give Directions	Commands, Passive Voice, *Ser y Estar*	
Help People Resolve Their Concerns	Questions, Conditional, *Gustar*	Perfect and Past Participles, Future
Make a Telephone Call	Questions, *Ser y Estar*, Conditional	Verb + Infinitive
Make Appointments	Time and Date, Questions, Conditional	Verb + Infinitive
Meet Someone	*Ser y Estar*, Questions, Articles	
Obtain Referrals	Questions, Future, Conditional	*Gustar*, Present: Irregular, Commands
Offer a Prayer	Commands, *Ser y Estar*, Present Subjunctive: Forms	Present Subjunctive: Adverb Clauses, Present Subjunctive: Noun Clauses, Present: Irregular
Perform Priesthood Ordinances	Direct Object Pronouns, Indirect Object Pronouns, Present Subjunctive: Adverb Clauses	Present Subjunctive: Forms, Present Subjunctive: Noun Clauses, Present: Irregular
Plan Daily and Weekly Activities	Questions, Time and Date, Future	Verb + Infinitive
Share an Experience	Preterit: Regular, Imperfect, Preterit vs. Imperfect	Past Subjunctive, *Por y Para*
Talk with Everyone	Present: Irregular, Questions, Perfect and Past Participles	*Gustar*, Conditional
Teach Others How to Pray	Indirect Object Pronouns, Reflexives, Questions	*Ser y Estar*, Direct Object Pronouns, Present Subjunctive: Noun Clauses
Testify	Present: Irregular, Conjunctions, Verb + Infinitive	Direct Object Pronouns, Indirect Object Pronouns, Personal *A*
Use the Scriptures	Questions, *Ser y Estar*, Passive Voice	Conditional, Indirect Object Pronouns, Direct Object Pronouns

Principles of Effective Grammar Study

Organization of the Grammar

The grammar principles in this manual are organized by language functions. *Preach My Gospel* teaches that you should focus your language study "on improving your ability to communicate and teach during scheduled activities" (129). Your language study will be most effective as you think about those that you will be teaching each day, study the grammar principles within the function that most relates to what you will do with those investigators, and think about how you can improve the way you use what you have studied throughout the day.

For example, if you struggle with relating the Joseph Smith story effectively when you teach, you might turn to the function titled "Narrating experiences and telling stories." You could then study the grammar principles listed in that function, thinking about how you could apply those grammar principles in upcoming teaching situations when you might present the Joseph Smith story.

The purpose of this manual is not simply to teach you grammar, but more importantly to help you prepare to teach with greater power and clarity in your mission language.

Grammar Activities

The activities in each grammar lesson build on each other. They begin with drill activities that help you practice identifying a grammar principle, conjugating verbs correctly, and translating sentences. They then move toward helping you use the grammar principle as you speak and communicate with others. As you perform the activities, think about how you will apply what you are learning in upcoming teaching appointments and other scheduled activities. The activities are designed so that you can do them more than once, thinking about different investigators or teaching situations as you do them. For example, a scripture activity may ask you to identify certain grammar principles from a verse and then prepare to share that scripture with an investigator who may benefit from hearing it. You will approach this activity differently depending on the specific needs and situation of each investigator you will be teaching. The grammar principle will be the same, but how you use it may vary.

In this manual, you will find many different kinds of activities. Make sure to read the instructions for each activity and follow them closely. For example, an activity may tell you to do something with a scripture, then teach your companion a lesson based on what you learned. Make sure to do each step in the activity, especially the teaching practice with your companion.

* **Using Native Speakers** – "There is no substitute for talking with native speakers of the language" (*Preach My Gospel*, 129). Any activity that is designated to be done with your companion can also be done with a native speaker from the area where you are serving. In every area where you serve, you should find a native speaker who could help you with the language and who will give you honest and direct feedback. You may have them do activites with you from this manual that ask you to seek feedback from a companion or native speaker. If your companion is also learning the language, regardless of how proficient he or she is, you should make extra efforts to find a native speaker who can help you find areas for improvement and help you master the language. Make sure your conduct is appropriate as you work with native speakers.

> "It is extremely important that you stay with your companion at all times. Never make exceptions to this standard for activities that seem innocent but take you away from each other, including being in different rooms in the same building or in a home. Never be alone with, flirt with, or associate in any other inappropriate way with anyone of the opposite sex." (*Missionary Handbook*, 30–33)

Different Ways to Use This Manual

You can use this manual in several different ways to meet your needs, depending on how well you know the language, how long you have been in the mission field, and who you are teaching. For example, a missionary that is new in the mission field may find it most helpful to start at the beginning of the book, review every principle that they learned in the MTC, and then apply it in their daily activities. A more advanced missionary may find it more useful to review grammar principles from the different language functions they will have to use each day to better meet the needs of individual investigators. A trainer, with his or her new companion, may use a Companion Activity that covers a principle with which his companion really struggles.

The way that you use this manual will probably change as your language skills improve throughout your mission. However, no matter how you use it, make sure that you are doing what best meets your language needs and are not just doing grammar activities to fill your language study time. You will be most effective as you think about specific investigators or teaching situations as you do different activities from this manual.

Basics

Alphabet and Pronunciation

Explanation

Alphabet

Below is each letter of the Spanish alphabet followed by its name.

Letter	*Name*	Letter	*Name*
a	*a*	**n**	*ene*
b	*be (be grande, be larga)*	**ñ**	*eñe*
c	*ce*	**o**	*o*
ch*	*che*	**p**	*pe*
d	*de*	**q**	*cu*
e	*e*	**r**	*ere*
f	*efe*	**rr***	*erre*
g	*ge*	**s**	*ese*
h	*hache*	**t**	*te*
i	*i*	**u**	*u*
j	*jota*	**v**	*ve, uve (ve chica, ve corta)*
k	*ka*	**w**	*doble ve, doble uve, uve doble*
l	*ele*	**x**	*equis*
ll*	*elle (doble ele)*	**y**	*i griega*
m	*eme*	**z**	*zeta*

*When things are alphabetized (such as in a dictionary), *ch*, *ll*, and *rr* will likely not appear as separate letters. Instead, they will be found in alphabetical order within the entries for *c*, *l*, and *r*, respectively.

Note: *k* and *w* are rarely used in Spanish, and appear mainly in foreign words.

Pronunciation

Spanish is almost always pronounced exactly as it is written. The following tables contain the vowels and consonants of Spanish. Next to each letter is an English word with a similar, but not identical, sound. The second column lists some Spanish words that contain the target letter and sound, and the last column explains the sound. Use these tables of basic Spanish sounds as a point of reference only. Very few sounds are pronounced exactly the same in Spanish and English. **To develop native-like pronunciation, listen attentively to native Spanish speakers and imitate closely their pronunciation.** You may also find more detailed explanations of Spanish sounds in more advanced grammar books.

Vowels

Vowels	Sounds like...	Spanish Examples
a	*father*	c**a**r**a**, p**a**l**a**br**a**, m**a**ñ**a**n**a**
e	*let*	l**e**nt**e**s, m**e**nt**e**, **e**xc**e**l**e**nt**e**
i	*me*	**i**r, d**i**v**i**d**i**r, m**i**n**i** (y also sounds like i when it is by itself)
o	*no*	c**o**m**o**, **o**j**o**, **o**tr**o**
u	*boot*	**u**n, n**u**nca, f**u**t**u**ro

Consonants

Letters	Sounds like...	Spanish Examples	Explanation
b/v	**boy**	*boca, Babilonia, viviente*	The *b* and *v* sound exactly the same in Spanish. You normally pronounce them by bringing your lips close together as you would to make an English **b**, but without your lips touching. However, after *m*, *n*, or a pause, the lips do touch, the same as the English **b**.
c	**sit** (before *i* and *e*)	*servicio, cena, hacer*	Before *i* and *e,* the *c* sounds like the English **s** (in Spain, however, it sounds like the English **th** in **thick**).
	skill (elsewhere)	*casa, predicar, como*	When the *c* does not come before *i* or *e*, it sounds similar to the English **k**.
ch	**church**	*mucho, fecha, escuchar*	The *ch* sounds similar to the English **ch**.
d	**this**	*dado, delicado, dorado*	The *d* is usually pronounced the same as the English **th** in **they**. However, after *m, n, l,* or a pause, the *d* is pronounced like an English **d**, but with the tongue on the back of the front teeth.
f	**fin**	*fiesta, foto*	The *f* is pronounced the same as the English **f**.
g	**hot** (before *i* and *e*)	*Evangelio, página, dirigir*	Before *i* and *e,* the *g* sounds like the English **h** (in some areas, it sounds more raspy), the same sound as the Spanish *j*.
	go (elsewhere)	*iglesia, gozo, guía*	When the *g* does not come before *i* or *e*, it sounds similar to the English **g** in words like **go**.
h	*N/A*	*hola, hora, hablar*	The **h** is silent in Spanish.
j	**hot**	*justo, ejemplo, Jesús*	The *j* sounds like the English **h** (in some areas, it sounds more raspy), the same as the Spanish *g* before *i* and *e*.
k	**skill**	*kilograma, kilómetro*	The *k* is rarely used and appears mostly in foreign words. It is pronounced the same as the Spanish *c* in words like *capaz.*
l	**lead**	*lección, celestial, plan*	The *l* sounds similar to English **l**.
ll/y	**yes**	*ayudar, llamar, ellos*	the *y* and *ll* sound exactly the same in Spanish. Their sound is usually between the **y** sound in **yes** and the **j** sound in **judge**, but their pronunciation varies from area to area. Variations of their pronunciation include the following English sounds: **yes**, **judge**, **shout**, **measure**
m	**meet**	*misión, Mormón, como*	The *m* is pronounced the same as the English **m**.
n	**next**	*uno, Nefi, nombre*	The *n* is pronounced the same as the English **n**.
ñ	**canyon**	*enseñar, año, compañero*	The *ñ* sounds similar to the sound in English **onion**.
p	**spin**	*principal, persona, para*	The *p* sounds similar to the English **p**.
q	**skill**	*que, quien*	The *q* is always followed by *u* in Spanish spelling. It is pronounced the same as the Spanish *c* in words like *capaz.*
r	**body**	*para, Moroni, parte*	The Spanish *r* sounds like the English **d** in words like **body** and **ready**.
rr	*N/A*	*rojo, rápido, barrio*	If a word begins with **r**, contains **rr,** or the **r** comes after **l**, **m**, **n**, or **s**, then it is pronounced with a trilled or rolled **r**. There is no English equivalent for the **rr**.
s	**sit**	*sufrir, señor, secciones*	The *s* is pronounced the same as the English **s**.
t	**take**	*todo, tener, Mateo*	The *t* is pronounced similar to the English **t**, but with the tongue on the back of the front teeth.
w	**win**	*sandwich*	The *k* is rarely used and appears mostly in foreign words. It is pronounced similar to the English **w**.
x	**excellent**	*éxito, exigir, taxi*	The *x* sounds similar to the English **x**.
z	**sit**	*zona, eficaz, bautizar*	The *z* is pronounced the same as the English **s**. In Spain, however, it sounds like the English **th** in **thick**.

Activities

Practice activities for this lesson are combined with activities for the next lesson, “Accentuation.”

Accentuation

Examples from *Vocabulary and Phrases*

God revealed to Adam our relationship to deity.	Dios le **reveló** a **Adán** nuestra **relación** con la Deidad.
Joseph Smith lived at a time of great religious excitement.	**José** Smith **vivió** en una **época** de gran **agitación** religiosa.
Jesus Christ prophesied about this apostasy in a parable.	Jesucristo **profetizó** sobre esta **apostasía** en una **parábola**.
Through Joseph Smith, God restored His Gospel.	A **través** de **José** Smith, Dios **restauró** Su Evangelio.

Explanation

Written accent marks have two important roles in Spanish:

1. To indicate where the stress or emphasis falls on a word when it is pronounced.
2. To help differentiate between identically spelled words.

Accent marks are written only over vowels: **Á/á, É/é, Í/í, Ó/ó, Ú/ú**. As shown, they are written as a short diagonal line that goes from the lower left to the upper right.

Rules

Words are divided into syllables. One syllable in each word is stressed when it is pronounced. In general, Spanish syllables have only one vowel. When vowels are next to each other, they are divided into separate syllables. However, if one or more of the vowels is either i or u, then the vowels are all pronounced together in a single syllable.

The following rules indicate which syllable in a word is stressed and when a written accent mark is required. Each rule is followed by several examples and exceptions. Note that the highlighted syllable is the one that receives the stress.

Rule #1

If a word ends in a vowel (*a*, *e*, *i*, *o*, *u*), *n*, or *s*, then the stress falls on the second to last syllable and there is no written accent mark. All exceptions to this rule must have a written accent mark. These are words that end in a vowel (*a*, *e*, *i*, *o*, *u*), *n*, or *s*, and the stressed syllable is not the second to last one.

2a

Examples		Exceptions	
palabra:	pa-**la**-bra	práctica:	**prác**-ti-ca
interesante:	in-te-re-**san**-te	básicamente:	**bá**-si-ca-men-te
casi:	**ca**-si	aquí:	a-**quí**
hermano:	her-**ma**-no	dámelo:	**dá**-me-lo
tribu:	**tri**-bu	menú:	me-**nú**
examen:	ex-**a**-men	cinturón:	cin-tu-**rón**
podemos:	po-**de**-mos	trabajábamos:	tra-ba-**já**-ba-mos

Rule #2

If a word ends in a consonant other than *n* or *s*, then the stress falls on the last syllable and there is no written accent mark. All exceptions to this rule must have a written accent mark. These are words that end in a consonant other than *n* or *s*, and the stressed syllable is not the last one.

2b

Examples		Exceptions	
felicidad:	fe-li-ci-**dad**	césped:	**cés**-ped
reloj:	re-**loj**	difícil:	di-**fí**-cil
español:	es-pa-**ñol**	quórum:	**quó**-rum
enseñar:	en-se-**ñar**	carácter:	ca-**rác**-ter
ajedrez:	a-je-**drez**	lápiz:	**lá**-piz
espiritual:	es-pi-ri-**tual**		
asistir:	a-sis-**tir**		

Basics

2c

Rule #3

If two words sound and thus are spelled the same but have different meanings, then one of the words has a written accent mark on the stressed syllable to distinguish between the two words.

Examples:

aquél (that one)	aquel (that)
dé (give)	de (of, from)
ése (that one)	ese (that)
él (he)	el (the)
cómo (how)	como (like, as)
más (more)	mas (but)
mí (to me)	mi (my)
sé (I know; be)	se (–self)
sí (yes)	si (if)
sólo (only)	solo (alone)
té (tea)	te (to you)
tú (you)	tu (your)

2d

Rule #4

If two vowels that are next to each other in a word should be pronounced separately in two syllables and one of them is either **i** or **u**, then an accent mark is written over the **í** or **ú**.

Examples:

día: dí-a
panadería: pa-na-de-rí-a
reía: re-í-a
continúa: con-ti-nú-a
baúl: ba-úl
increíble: in-cre-í-ble

2e

Rule #5

Question words such as **who, what, when, where, how,** etc. always have a written accent when they are used to ask a question.

Examples:

¿Qué?	*(What?/Which?)*	¿Quién(es)?	*(Who?)*
¿Por qué?	*(Why?)*	¿A quién(es)?	*(To whom?)*
¿Para qué?	*(What for?)*	¿Con quién(es)?	*(With whom?)*
¿Qué tal?	*(How?)*	¿De quién(es)?	*(Whose?)*
¿Cuál(es)?	*(Which one/ones?)*	¿Dónde?	*(Where?)*
¿Cuánto/a?	*(How much?)*	¿Adónde?	*(Where to?)*
¿Cuántos/as?	*(How many?)*	¿De dónde?	*(Where from?)*
¿Cuándo?	*(When?)*	¿Cómo?	*(How?)*

Common Errors

You must pay close attention and make sure you say each word correctly. Putting the stress on the wrong syllable can change the meaning of a word. English speakers will often emphasize the last syllable of a conjugated verb when they should not.

Examples:

Oro a Dios. *I prayed to God.*	vs.	Oró a Dios. *He/She/You prayed to God.*
Hable con el presidente. *Speak with the president.* (command)	vs.	Hablé con el presidente. *I spoke with the president.*

There are some words that English speakers commonly mispronounce.

Common mispronunciation		Correct pronunciation
faci**l**	→	f**á**cil
dific**il**	→	dif**í**cil
sign**í**fica	→	signi**fi**ca
¿Cómo **e**sta?	→	¿Cómo est**á**?
ac**á**bamos	→	acab**a**mos

Do Something More

Say these words to your companion or a native speaker. Make sure you say these syllables right.

Activities (see answers on p. 233)

A. Correctly pronounce the following words making sure to accentuate the appropriate syllable. Say them to your companion or a native speaker. The correct accentuation for each word can be found in the answers section.

palabra	felicidad	enseñar	césped	cinturón	examen
hermano	ajedrez	casi	interesante	tribu	quórum
social	grande	físico	mejor	sagrado	alto

B. Read "Llamados a servir" (below) out loud. Syllables are separated by a space or a dash. Pronounce each syllable by itself as you read through. Make sure to pronounce each syllable correctly. Pay special attention to diphthongs (two vowels together). Have a more advanced speaker check your pronunciation. Pick a few other hymns that you would like to learn in Spanish and read them out loud as well.

1. So-mos hoy lla-ma-dos al ser-vi-cio, a dar tes-ti-mo-nio de Je-sús. Va-mos a un mun-do en ti-nie–blas pa-ra pro-cla-mar la luz.

Estribillo
Pres-tos, to–dos pres-tos, can-ta-re-mos en u-nión. Lis-tos, siem-pre lis-tos, en-to-ne-mos la can-ción. To-dos can-ta-re-mos nues-tro a-le-gre son triun-fal. Dios nos da po-der; lu-che-mos en la cau-sa ce-les-tial.

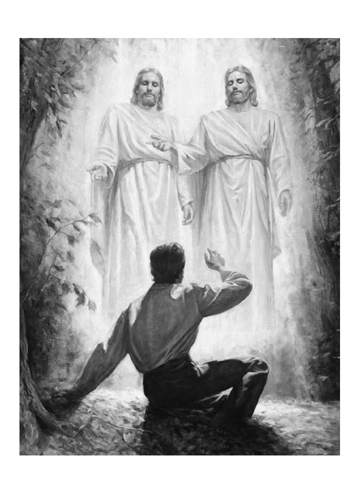
2. Dios nos da Sus ri-cas ben-di-cio-nes; so-mos hi–jos del e-ter-no Rey. A-la-ba-mos Su di-vi-no nom-bre; da-mos gra-cias por Su ley.

3. So-mos hoy lla-ma-dos a las fi-las, a-lum-bra–dos por la e-ter-na luz. Con va-lor se-gui-mos el sen-de–ro que nos se-ña-ló Je-sús.

4. So-mos hoy lla-ma-dos al ca-mi-no de la sal-va-ción que Cris-to da, y go-zo-sos, con a-mor, u-ni-dos, com-ba-ta-mos la mal-dad.

C. Audio Activity

Turn to page 37 of *Predicad Mi Evangelio*. The fourth paragraph on the page contains the First Vision. Listen to the four recordings on your audio device of a native Spanish speaker reading the First Vision, focusing on vowels in the first one, accentuation in the second one, breaking words into syllables in the third one, and normal pronunciation in the fourth one. Then read the First Vision out loud three times focusing on pronunciation of vowels the first time, accentuation the second time, breaking words into syllables the third time, and normal pronunciation the fourth time. The first three versions are written out in the answers section.



D. Scripture Activities

Perform the following activities with scriptures that you will use today in your teaching.

1. To improve your ability to sound like a native speaker, listen to a scripture passage from your audio device, following along while you listen. Then read it through on your own trying to imitate what you hear. Play the audio one more time, reading out loud along with the native speaker. Pay attention to pauses, what words they stress and sounds that are different. Read it again out loud, trying to sound like the native speaker. Repeat any of the steps as needed.
2. To improve how you stress words when you speak, select a passage of scripture and highlight the stressed syllable in each word. Read the passage out loud and then listen to a native speaker read it or listen to the verse from your audio version of the scriptures. Check to make sure that the syllables that you marked match the stress indicated by the native speaker.
3. To improve the way you use and pronounce syllables of words, select a passage of scripture. Break up each word into syllables and then read it out loud. Listen to how a native says the same verse. Did they say each word breaking it up into the same syllables that you had marked?
4. To find out how you can improve your pronunciation, read a scripture or passage from *Predicad Mi Evangelio* out loud in the mission language. Have a native speaker listen as you read. Ask him or her to point out at least three words or phrases where you can improve your pronunciation. Then re-practice those three things with the native speaker listening.
5. To improve your ability to recognize words spoken by native speakers, choose a verse of scripture that you are unfamiliar with in your mission language. Without looking up the passage, listen to the verse from your audio player and write out what you hear. Listen to the passage several times, making sure you wrote down everything. Then look up the verse to see if you wrote every word and if you spelled each word correctly. If writing an entire verse is too difficult, try writing just one or two phrases that you hear.
6. To improve your fluency, select a scriptural passage you will use in your teaching today. Read the passage all the way through three times. Note how your fluency improves each time. Then go to the first verse of the chapter where the verses you are studying are found and read through until you are well beyond your selected verses. Note how much better the verses you are studying feel as you read them.

**Repeat the above scripture activities with new verses that you want to prepare to share with investigators and members to help you use them more effectively.

E. Online Assessment

To further review this principle, complete the online assessment associated with it.

Basics

Cognates

Examples from *Vocabulary and Phrases*

Death is part of the plan of **salvation**.	La muerte es parte del plan de **salvación**.
Enduring to the end is a personal **responsibility**.	El perseverar hasta el fin es una **responsabilidad** personal.
God commands the prophets to **testify** of Christ.	Dios les manda a los profetas **testificar** de Cristo.
Through Jesus Christ, we can overcome **spiritual** death.	Por medio de Jesucristo podemos superar la muerte **espiritual**.

Explanation

A **cognate** is a word that is related to another word in a different language. They look very alike, and they usually have the same meaning. For example:

English	→	Spanish
possible	→	posible
activate	→	activar
mission	→	misión
spiritually	→	espiritualmente

The following are some patterns between English and Spanish cognates:

Verbs

-ate	-ar
communicate	comunicar

-pose	-poner
expose	exponer

-tract	-traer
attract	atraer

-fy	-ficar
magnify	magnificar

-tain	-tener
contain	contener

3a

Nouns

-ism	-ismo
Catholicism	catolicismo

-ist	-ista
artist	artista

-ty	-dad
humility	humildad

-tion/-sion	-ción/sión
situation	situación
decision	decisión

Adjectives

-able/ible	-able/-ible
probable	probable
terrible	terrible

-al	-al
personal	personal

Adverbs

-ly	-mente
powerfully	poderosamente

Note: *added to the feminine form of the adjective*

False Cognates

There are many words that look like English cognates but do NOT mean the same thing. You will learn them with time. Here are some examples:

False Cognate	Translation	Often mistaken for:
embarazada	pregnant	embarrassed (avergonzado)
éxito	success	exit (salida)
actualmente	at the present time	actually (en realidad)

Activities (see answers on p. 233)

A. Cognates

Look up the meaning and use of the following words in a dictionary. If they are false cognates, make flash cards with the real meaning. Check your answers.

1. profeta
2. estado
3. clima
4. equivalente
5. humor
6. familiar
7. testificar
8. idioma
9. diferente
10. remedio
11. obtener
12. nota
13. cuestión
14. actualmente
15. urgencia

Do Something More

When you are with investigators and other native speakers, pay attention to cognates that they use. Write these words down. Look them up in the dictionary and write down the difference in meaning, if there is one, between the cognate and the English word.

B. Common Errors

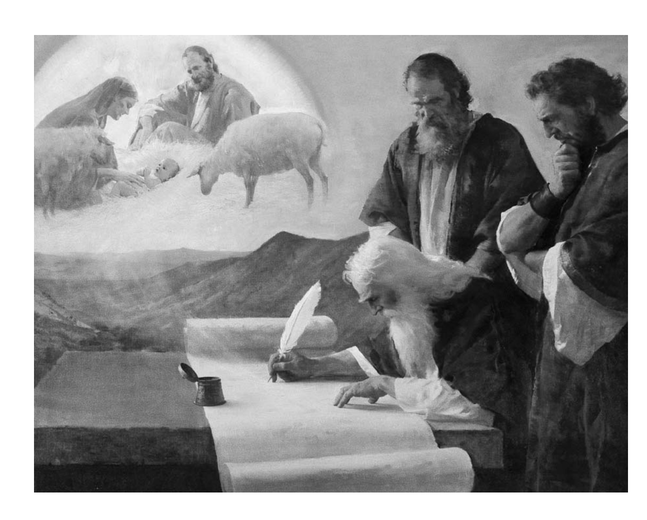
Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ¿Qué ***cuestiones** tiene para nosotros?
   What questions do you have for us?
2. A veces Satanás ***blinda** a la gente a la verdad.
   Sometimes Satan blinds people to the truth.
3. Cuando oro ***realizo** cuántas bendiciones he recibido.
   When I pray I realize how many blessings I've received.
4. Vamos a darle una ***copia** del Libro de Mormón.
   We're going to give you a copy of the Book of Mormon.
5. ***Atendemos** la iglesia todos los domingos.
   We attend church every Sunday.
6. ***Eventualmente**, la gente rechazó al profeta.
   Eventually, the people rejected the prophet.
7. Sé que usted puede ***suceder** si se esfuerza.
   I know that you can succeed if you make an effort.
8. ¿Usted asiste a ***masa**?
   Do you attend mass?
9. La oración nos ayuda a ser ***sensitivos** al Espíritu.
   Prayer helps us be sensitive to the Spirit.
10. El padre tiene el deber de ***soportar** a su familia.
    The father has a duty to support hi family.

C. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Actualmente, ¿podemos venir mañana a las 6?
2. Tenemos que ser sensitivos al Espíritu.
3. En la librería genealógica hay muchos registros.
4. Los hermanos deben magnificar el sacerdocio de Dios.
5. En ese momento realicé que tenía que cambiar.
6. Los padres tienen que soportar a la familia.
7. Tengo una cuestión para usted.
8. Todos mis relativos son miembros de la iglesia.
9. Tenemos que llenar esta forma para el bautismo.
10. Cuando oramos, debemos hacerlo con humildad.
11. Asistimos al hermano Pérez con una bendición.
12. Jesucristo puede sanarnos espiritualmente.
13. Me siento embarazado cuando hablo con la gente.
14. Los profetas reciben revelación.
15. Vamos a la tienda de groserías en el día de preparación.
16. Recibimos bendiciones temporales y espirituales al pagar el diezmo.



D. Companion Activity
With your companion, make a list of 20 cognates and discuss either their differences or similarities to the Spanish word. Think about which of these words you could use and which will help you in an upcoming teaching appointment. Make them a part of a lesson plan that you will teach today or tomorrow.

E. Scripture Activity
In 3 Ne. 11 you will find many cognates that you can use in teaching situations. Locate them and write them down on a separate piece of paper. Check your answers. Using your list, create a short lesson plan to explain the story in 3 Ne. 11 to an investigator.

F. Audio Activity
Listen to the audio clip “1.3 Nuestro Padre Celestial revela Su Evangelio en cada dispensación” and write down the cognates you found on a different piece of paper. Check your answers.Then review your current lesson plan for this principle and make plans to include the cognates you have identified from the audio clip.

***G. Preach My Gospel* Activity**
Go to page 68 in your Spanish *Predicad Mi Evangelio* (3–5 minute lesson plan). Write down as many cognates as you can find. See if the cognates help you understand the meanings of other words that you might not be familiar with. Practice teaching a short version of this lesson to your companion. See how much of the lesson you can teach with the cognates you have written down and the other words that you were able to figure out the meanings of. Make a list of other words that you are going to need to teach this lesson effectively, and set a goal to learn them.

H. Language Study Plan Activities

1. “Actively listen,” bullet 1. Listen carefully to native speakers. Especially note when they use words that sound like cognates in ways that differ from their English meanings. Look up those words and learn how to use them correctly.

2. “Ask others to help you,” bullet 5. Read out loud in Spanish, paying special attention to how you pronounce cognates. **No Spanish cognate is pronounced exactly the same as its English counterpart.** Ask native speakers to listen to you pronounce cognates and correct you.

3. “Memorize vocabulary and phrases,” bullet 1. Find cognates in your Spanish materials that you can use in teaching specific lessons. Check to make sure each cognate actually means what you think it means.

I. Online Assessment
To further review this principle, complete the online assessment associated with it.

Asking about and expressing

A State of Being

Purpose

This function will help you talk about what something is or what it isn't; for example, what faith is, or who God is. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- God is our Father and **we** are His children. (Subject Pronouns)
- God **is** a merciful Being. (*Ser)*
- He **is** happy when we **are** happy. (*Estar*)
- The fullness of the gospel was **not** on the earth during the Great Apostasy. (Negation)
- Joseph Smith **was** 14 years old. (Common Expressions: Expressions with *Tener*)
- **What is** a prophet? (Questions)
- **It wasn't raining** when Noah built the ark. (Temperature and Weather)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

<u>Doctrines from the Lessons</u>

- God Is Our Loving Father in Heaven (Who is God? What is our relationship to Him?)
- The Great Apostasy (What is an apostasy? Was the gospel on the earth during the apostasy?)
- Pre-Earth Life (What was our life like before we came to earth?)
- Our Life on Earth (What is the purpose of life?)
- The Atonement (What is the atonement?)
- Faith in Jesus Christ (What is faith? Who do we believe Christ is?)
- Baptism (What is baptism? What is an ordinance? What is a covenant?)
- The Gift of the Holy Ghost (Who is the Holy Ghost? What is the gift of the Holy Ghost?)
- The Law of Chastity (What is chastity?)
- The Word of Wisdom (What are things we should avoid taking into our bodies?)
- Eternal Marriage (What are the blessings of a temple marriage?)

<u>Tasks from Missionary Vocabulary and Phrase Book</u>

- Ask Questions and Listen (How do I ask them in the language?)
- Explain Priesthood Ordinances (What is the priesthood? What is an ordinance?)
- Get to Know Someone (Who are they? What is their family like? What are their interests?)
- Meet Someone (Who are they? Who am I? Where do I come from?)

Subject Pronouns

Being

Examples from *Vocabulary and Phrases*

We are accountable for our own sins.	**Nosotros** somos responsables de nuestros propios pecados.
We understood and accepted this plan before this life.	**Nosotros** entendimos y aceptamos este plan antes de esta vida.
Having faith in Christ means believing that **He** is the Son of God.	Tener fe en Cristo significa creer que **Él** es el Hijo de Dios.
We are His children.	**Nosotros** somos Sus hijos.

Explanation

4a Every sentence has a subject. It is the noun (person, place, or thing) that the sentence is about, that does the action, or that is described. In the sentence “Joseph Smith saw Heavenly Father and Jesus Christ,” the subject is Joseph Smith.

The subject of a sentence is often replaced with a pronoun (takes the place of a noun). These are the subject pronouns in Spanish:

**Throughout these grammar lessons, all verb conjugations will be shown in a chart like the one below. The left column shows singular forms and the right column shows plural forms; the first row shows the speaker(s), the second row shows the person or people addressed, and the third row shows the person or people spoken about or the person or people addressed, but in a formal manner.*

Subject Pronouns

yo (I)	nosotros (we) (masculine) nosotras (we) (feminine)
tú (you) (singular/ informal)	vosotros (you) (masculine/plural/informal) vosotras (you) (feminine/plural/informal)
usted (you) (singluar/formal) él (he) ella (she)	ustedes (you) (plural) ellos (they) ellas (they)

Examples:

Mi compañero y <u>**yo**</u> practicamos español mientras trabajamos. *My companion and I practice Spanish while we work.*	Dios manda y <u>**nosotros**</u> debemos obedecer. *God commands and we must obey.*
Y <u>**tú**</u>, ¿vas a ir con tus padres? *And you, are you going with your parents?*	…Arrepentíos todos <u>**vosotros**</u>, extremos de la tierra… (Alma 5:50) *…Repent, all ye ends of the earth…*
¿Cómo sabe <u>**usted**</u> que Dios lo ama? *How do you know that God loves you?*	Dios revela el Evangelio a los profetas, y <u>**ellos**</u> enseñan a los demás. *God reveals the gospel to prophets, and they teach everyone else.*

Uses of Subject Pronouns

4b	***Nosotros/Nosotras, Vosotros/Vosotras,* and *Ellos/Ellas***	*Nosotros*, *vosotros*, and *ellos* are used when talking about more than one person. The feminine forms are only used if **EVERY** member of the group is female.
4c	***Usted* and *Tú***	Spanish has both a formal and an informal (or familiar) way of saying **you**. Spanish speakers use *tú* when talking to friends, family, or people around their age or younger; they use *usted* to show respect to those they speak with who are older or who hold a position of prestige (e.g., religious, political, military, educational, etc.). Missionaries, however, should use *usted* at all times except as directed by their mission president. Use *tú* **ONLY** when praying, performing priesthood ordinances, or giving blessings.

Being

4d	***Ustedes* and *Vosotros***	In the majority of the Spanish-speaking world, *ustedes* is always used to say **you** when talking to a group of people. *Vosotros* is always used in the scriptures, and it is used in Spain when talking in the informal or familiar form to a group of people. Missionaries should always use *ustedes* except as directed by their mission president.
4e	**Leaving Out Subject Pronouns**	When the context of the sentence or the verb ending/conjugation make it clear who the subject is, the subject pronoun is usually omitted in Spanish. However, subject pronouns are used to clarify, emphasize, or establish a contrast between subjects. **Yo** enseño y **usted** aprende. *I teach and you learn.* In the example above, there are two different subjects, so pronouns are used for emphasis.

Activities (see answers on p. 234)

A. Choose the Pronoun

On a separate sheet of paper, write the answers to each of the questions below. Check your answers when you finish.

1. Which pronoun would you use to pray about a group of four elders and two sisters?
2. Which pronoun would a bishop use to talk about the members of the Relief Society?
3. Which pronoun would you use to ask an investigator about his/her experience with prayer?
4. Which pronoun would you use when addressing Heavenly Father in your prayer?
5. Which pronoun would Christ use to address the apostles during the last supper?
6. Which pronoun would you use to address a group of investigators when helping them apply a scripture to their lives?
7. Which pronoun would Christ have used when speaking to the women at the tomb after His resurrection?
8. Which pronoun would a companionship of sisters use when introducing themselves?

B. Use the Picture

Use the picture below to answer the questions. Check your answers when you finish.

Example: What pronoun would #9 use to talk to #10? **Tú**



1. What pronoun would #7 use to talk to #8?
2. What pronoun would #3 use to talk to #1 and #2?
3. What pronoun would #6 use to talk about #4 and #10?
4. What pronoun would #8 use to talk to #6, #9, and #10?
5. What pronoun would you and your companion use to talk to #4?
6. What pronoun would #2 use to talk to #9, assuming they do not know each other well?
7. What pronoun would #10 use to talk about herself in addition to #1, #3, and #8?
8. What pronoun would you use to talk about #5, #6, and #4?
9. What pronoun would #6 use to talk about himself in addition to #4 and #4?
10. What pronoun would #10 use to talk about #7?
11. What pronoun would #2 use to talk about #1?
12. What pronoun would you and your companion use to talk to #5, #4, #6, #3, #2, and #1?
13. What pronoun would #9 use to talk about himself?
14. In Spain, what pronoun would #3 use to talk to #1 and #4?
15. What pronoun would you and your companion use to talk to #1?
16. In Spain, what pronoun would #4 use to talk to #5 and #6?

Note : The following two activities assume that you have learned about verbs and how to conjugate them.

C. Recognizing Subjects

Each sentence below can have one or more subjects. On a separate sheet of paper, write down the possible subjects for each sentence. Check your answers after you finish.

Example**:** Ora todos los días. → Subject(s): él, ella, usted

1. Oro todos los días.
2. Sabemos que Dios vive.
3. ¿Creen en Jesucristo?
4. Leo el Libro de Mormón.
5. Reconoce la verdad.
6. Escucháis la palabra de Dios.
7. ¿Vas a la Primaria?
8. Estudia la Biblia.
9. Aprenden el Evangelio.
10. Reciben respuestas a sus oraciones.
11. Va a la capilla.
12. Amáis a Dios.

D. Emphasizing Subjects

Each question below is composed of two sentences. On a separate sheet of paper, change each pair of sentences into one sentence and use subject pronouns to emphasize the subjects. Check your answers after you finish. Next, write 5 of your own sentence pairs that you will use today. Combine these like you did with the others to emphasize subjects.

Example :

Esta mañana estudio el Libro de Mormón. Estudia (usted) Doctrina y Convenios.
This morning I'm studying the Book of Mormon. You're studying the Doctrine and Covenants.

Esta mañana yo estudio el Libro de Mormón, pero usted estudia Doctrina y Convenios.
This morning I'm *studying the Book of Mormon, but* you're *studying the Doctrine and Covenants.*

1. Somos misioneros. Son (ustedes) miembros.
   We are missionaries. You are members.
2. Tengo dos hermanas. Tienes tres.
   I have two sisters. You have three.
3. Llevo cinco meses en la misión. Lleva (usted) siete.
   I have been in the mission for five months. You have been in the mission for seven.
4. Van (ellos) a la reunión del sacerdocio. Van (ellas) a la reunión de la Sociedad de Socorro.
   They go to priesthood meeting. They go to Relief Society meeting.
5. Quiere (él) bautizarse el 24 de febrero. Quiere (ella) bautizarse el 25 de febrero.
   He wants to be baptized on February 24. She wants to be baptized on February 25.
6. Es (ella) nueva conversa. Llevan (ellos) tres años de miembros.
   She is a new convert. They have been members for three years.

E. Common Errors

Try to figure out what is wrong with each sentence and why it is wrong. Then check your answer against the one listed in the answers section. The translation under the sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Next, pick a principle that you will be teaching today, write out how you might teach it and check to make sure you didn't make any of these errors.

1. Yo hago ejercicios y ***yo** estudio por la mañana.
   I exercise and study in the morning.
2. ***Ustedes** somos misioneros.
   We are missionaries.
3. Él siente el Espíritu cuando ***él** lee el Libro de Mormón.
   He feels the Spirit when he reads the Book of Mormon.
4. ¿**Su** es de aquí?
   Are you from here?
5. Nosotros aprendemos mucho cuando ***nosotros** estudiamos.
   We learn a lot when we study.
6. ¿Cómo está? Bien, ¿y **su**?
   How are you? Good, and you?

F. Scripture Activities

1. Look up 1 Ne. 3 :13–15. On a separate sheet of paper, create a table like the one below. Write down each of the four subject pronouns used and then write down the reason each was used. Check your answers after you finish.

Example (from DyC 128:15):	**Subject Pronouns**	**Reasons for Use**
	ellos	Contrast with nosotros
	nosotros	Contrast with ellos

2. Look up two or three scriptures that you will use to teach today. List any subject pronouns used and why they were used. Discuss your list with your companion or a native speaker to make sure you understood why they were used. Use those pronouns appropriately as you share those verses today.

G. *Preach My Gospel* Activity

Turn to page 31 of *Predicad Mi Evangelio*. Read the two paragraphs under the heading “Dios es nuestro amoroso Padre Celestial,” paying special attention to the use of subject pronouns. Then answer the question below on a separate sheet of paper. Check your answer afterward to see how it compares to the one given in this book.

Question: Why are the subject pronouns *él* and *nosotros* used so much in these two paragraphs?

Teach the principles in these two paragraphs to your companion as if he or she were a new investigator, paying special attention to your use of subject pronouns.

H. Language Study Plan Activity

“Actively listen,” Bullet 3. Listen carefully throughout the day today and pay attention to when native speakers use subject pronouns. Why do they use them? Do you use them in the same way?

I. Online Assessment

To further review this principle, complete the online assessment associated with it.

Being

Ser y Estar

Examples from *Vocabulary and Phrases*

Families **are** central to God's plan.	Las familias **son** una parte central del plan de Dios.
Jesus Christ **is** the Son of God.	Jesucristo **es** el Hijo de Dios.
Our physical body **is** made of flesh and bones.	Nuestro cuerpo físico **está** hecho de carne y huesos.
We **are** responsible for our own sins.	Nosotros **somos** responsables de nuestros propios pecados.

Explanation

The following sentences illustrate how Spanish uses two different verbs to express the idea of **we are**.

Examples:

Somos hijos de Dios.
We are *children of God.*

Estamos en la tierra para aprender y prgresar.
We are *on Earth to learn and progress.*

These two Spanish verbs are *ser (somos)* and *estar (estamos)*, and they are not interchangeable. It's very important to learn the differences between these two verbs.

Forms of the verbs *Ser* and *Estar*

5a

Here are the present-tense forms of *ser* and *estar*:

ser		estar	
soy	somos	estoy	estamos
eres	sois	estás	estáis
es	son	está	están

Uses of *Ser*

Occupation, calling, religion, nationality, or relationship

5b

Examples:

Dios **es** nuestro Padre Celestial.
God is our Heavenly Father.

Nosotros **somos** Sus hijos.
We are His children.

Soy misionero.
I am a missionary.

Origin, ownership, or material of which something is made

5c

Examples:

Soy de España
I am from Spain.

Esta corbata **es** de mi hermano.
This is my brother's tie.

Mis Escrituras **son** de cuero.
My scriptures are made of leather.

Expression of time and dates

5d

Ser is used for the time of the day, the day of the week, the month of the year, the season of the year, or the year.

Examples:

¿Qué día **es** hoy? Hoy **es** martes.
What day is today? Today is Tuesday.

Son las cuatro de la tarde.
It is four o´clock in the afternoon.

Es febrero; **es** invierno.
It is February; it is winter.

Being

Ser and *Estar* with location

5e

Ser is used for the location of events only.

Examples:	Las reuniones **son** en la capilla. *The meetings are in the chapel.*
	La actividad **es** en el parque. *The activity is in the park.*
	La Conferencia General **es** en Salt Lake City. *General Conference is in Salt Lake City.*

5f

Estar is used for location of everything but events.

Examples:	**Estamos** aquí para aprender y progresar. *We are here to learn and progress.*
	Estoy en Provo. *I am in Provo.*
	El templo de Madrid **está** en la calle del Templo, Nº 2. *The Madrid temple is on Calle Del Templo, number 2.*

Ser and *Estar* with adjectives

5g

***Ser* – Expected characteristic.** *Ser* is used to describe (1) conditions that are not expected to change over time and (2) normal qualities or characteristics of something, such as nationality, attributes, or personality.

***Estar* – Immediate Perception.** *Estar* is used to talk about a noticeable and changeable state or condition.

Expected or Permanent Condition		Immediate Perception
El misionero **es** aburrido. *The missionary is boring. (He´s a boring person)*	→	El misionero **está** aburrido. *The missionary is bored. (His current state)*
¿Cómo **es** mi compañero? Mi compañero **es** muy amable y amistoso. *What is my companion like? My companion is very kind and friendly.*	→	¿Cómo **está** mi compañero? Mi compañero **está** enfermo hoy. *How is my companion doing? My companion is sick today.*
Soy feliz. *I´m happy. (I´m a happy person)*	→	**Estoy** muy feliz hoy. *I´m very happy today.*

Note that some adjectives convey different meanings depending on whether they are used with *ser* or *estar*. The following table shows some common examples.

Ser	Adjective	Estar
boring	**aburrido**	*bored*
selfish	**interesado**	*interested*
tidy	**limpio**	*clean*
smart, clever	**listo**	*ready*
evil	**malo**	*sick*
green—color	**verde**	*green—not ripe*
alert, lively	**vivo**	*alive*

Being

Activities (see answers on pp. 234-235)

A. ¿Ser or Estar?

Decide whether you would use ser or estar in the following sentences. Check your answers.

1. **We're** grateful for this opportunity.
2. Who **is** that?
3. María **is** very faithful.
4. Faith **is** important.
5. **I'm** happy to be here.
6. **She's** interested in the gospel.
7. What **is** your family like?
8. God **is** loving.
9. This food **tastes** delicious.
10. **We're** on earth to learn.
11. The gospel **is** wonderful.
12. **Are** you ready for your baptism?
13. Brother Gómez **is** sick.
14. The water **is** hot today.
15. This book **is** special.
16. What time **is** it?
17. Prophets **are** essential.
18. Why **is** he worried?
19. Where **are** the meetings?
20. When **I'm** sad, I count my blessings.

B. Translation

Translate the following sentences on a separate sheet of paper. Pay close attention to your use of *ser* and *estar*. Check your answers.

1. Are you (plural formal) interested?
2. Where is the zone meeting?
3. The church is near the park.
4. Where is heaven?
5. The book is Juan's.
6. We are obedient missionaries.
7. We're here to teach the gospel.
8. How are you (sing. formal)?
9. I'm from Utah.
10. Baptismal clothing is white.
11. It's time to go to the activity.
12. It's five o'clock.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***Estoy** misionero.
   I am a missionary.
2. Mi hermana ***es** en otra misión.
   My sister is in another mission.
3. Mi compañero ***es** en el baño.
   My companion is in the bathroom.
4. ***Está** tarde.
   It's late.
5. ***Soy** enfermo esta mañana.
   I am sick this morning.
6. Él ***es** listo para el Evangelio.
   He is ready for the gospel.
7. ***Estoy** de Redlands, California.
   I am from Redlands, California.
8. La conferencia ***está** en la capilla.
   The conference is in the chapel.
9. ¿Dónde ***es** su amigo?
   Where is your friend?
10. ***Somos** aquí durante dos años.
    We're here for two years.

Do Something More

Have you ever made one of these mistakes? When? What should you have said? Write 5 correct sentences for each of the examples that you typically get wrong.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Estamos misioneros durante dos años.
2. Este problema es difícil.
3. Mi compañero es excelente.
4. ¿Dónde son mis Escrituras?
5. Somos listos para su entrevista.
6. La iglesia está en la calle San Juan.
7. El templo es cerca de aquí.
8. La reunión está en el centro de estaca.
9. Mi padre está una persona feliz.
10. El templo es la Casa del Señor.
11. Están las siete de la mañana.
12. Podemos ser limpios de nuestros pecados.
13. Es muy tarde para llamar al obispo.
14. Estamos agradecidos por ser aquí.
15. Soy muy contento de estar con usted.
16. Mi obispo es amable.

E. Error Correction – Paragraph

There are four errors in this paragraph. Find and fix the errors. Check your answers after you finish.

Nosotros estamos misioneros de la Iglesia de Jesucristo de los Santos de los Últimos Días. Soy el élder Rodríguez y él es mi compañero el élder Sánchez. Somos contentos de tener la oportunidad de compartir un mensaje sobre Dios y Jesucristo. Dios es nuestro Padre Celestial. Nosotros somos Sus hijos. Somos aquí en la tierra por una razón. Si obedecemos los mandamientos que Dios revela por medio de los profetas, podemos ser con Dios otra vez.

F. Companion Activity

Ask and answer the following questions with your companion. Answer with complete sentences.

Example: ¿Por qué estamos en la tierra? Estamos en la tierra para aprender de Dios.

1. ¿Por qué estamos en la tierra?
2. ¿Está contento de ser misionero?
3. ¿Quién está en la casa de la misión?
4. ¿Es usted misionero?
5. ¿De quién es el Evangelio?
6. ¿Dónde está la capilla?
7. ¿Dónde está la iglesia?
8. ¿De dónde son nuestros investigadores?
9. ¿Cómo es el presidente de misión?
10. ¿Qué día es hoy?
11. ¿Por qué las metas son importantes?
12. ¿Dónde es el servicio bautismal?

G. Scripture Activity

Read Moro. 8:8. Notice how the verse refers to the sick as “los que **están** enfermos,” while it says that “los niños pequeños **son** sanos.” Why are *ser* and *estar* used like this? Discuss this with your companion. Compare your answer with the one given in the answer section. How could you use this verse to teach someone? Practice teaching your companion using this verse and get feedback.

H. Scripture Activity

Read Moisés 6:63. For each use of *ser* or *estar*, write down the reason why one was used over the other on a separate sheet of paper. Check your answers after you finish.



I. Audio Activity

Listen to the clip “Cómo presentarse.” Write down each time *ser* or *estar* is used and the reason why it was used. Check your answers. Then practice door contacts with your companion, focusing on your use of *ser* and *estar*.

Do Something More

As you study other scriptures in your mission language, pay attention to any time that *ser* or *estar* is used. Try to identify the rule that explains why it was used. Write sentences that you could use to share that scripture, thinking about specific investigators that you will share those verses with. Focus on using the correct form of *ser* or *estar*.

J. Language Study Plan Activities

1. “Actively listen,” bullet 4. Set a goal to focus on people’s use of *ser* and *estar*. Write down each time someone uses *ser* when you would have used *estar* and vice versa. Discuss your list with your companion or a native speaker and figure out the reasons for each use.

2. “Improve your ability to read and write,” bullet 2. Read a chapter in the Book of Mormon that you will use in whole or in part in teaching someone this week. Focus on *ser* and *estar*. Think about each use of those verbs and try to come up with a reason for each use. Identify a specific investigator that you will teach using those scriptures and write out what you might say to share those scriptures, paying particular attention to your use of *ser* and *estar*. Practice teaching it to your companion.

3. “Learn grammar,” bullet 2. Write down five sentences using *ser* and five sentences using *estar* that you can use in an upcoming teaching situation. Have your companion or a native check your sentences.

4. “Ask others for help,” bullet 2. Describe yourself to a member or other native Spanish speaker. Focus on your use of *ser* and *estar* and get feedback. Then have the native speaker describe you based on what you told them the first time. How did they use *ser* and *estar* differently from you or in what way was their description different? Discuss these questions with the native.

K. Online Assessment

To further review this principle, complete the online assessment associated with it.

Negation

Examples from *Vocabulary and Phrases*

They told Joseph that **none** of the churches were true.	Le dijeron a José que **ninguna** de las iglesias era verdadera.
Truth does **not** change with conditions or time.	La verdad **no** cambia con las condiciones o el tiempo.
We are **not** responsible for the Fall of Adam and Eve.	Nosotros **no** somos responsables de la Caída de Adán y Eva.

Explanation

To make a sentence negative in Spanish, place the word *no* in front of the verb. Object pronouns are placed between *no* and the verb.

6a Example: La gente **no** escucha a los profetas.
The people don´t listen to the prophets.

Ninguno

Ninguno (instead of *no*) is used with nouns. It is normally only used in the singular and agrees in gender with the noun it
6b modifies. It shortens to *ningún* before a masculine noun.

Examples:

Ningún hijo de Dios es mejor que otro.
No child of God is better than another.

Ninguna prueba es imposible.
No trial is impossible.

If the noun is understood, *ninguno/a/os/as* can be used by itself.

Example: De todas las iglesias, **ninguna** tenía el sacerdocio durante la apostasía.
Of all the churches, none had the priesthood during the apostasy.

If another negative word (e.g., *ninguno, nadie, nada, nunca, jamás, tampoco*) comes **before** the verb, *no* is not used.

Examples:

Nadie es perfecto.
Nobody is perfect.

Nada es imposible si tenemos fe.
Nothing is impossible if we have faith.

Nunca debemos perder la esperanza.
We should never lose hope.

Note: When *ninguno/a* or *nadie* introduce a direct object that refers to people, they are preceded by the personal a. (e.g., No conozco a nadie de allá. (I don't know anyone from there.)

Double-negative

6c Spanish often uses a double-negative. If a negative word comes after the verb, *no* must come before the verb.

Examples:

Sentence	Literal Meaning	Actual Meaning
No entiendo **nada**.	*I **don't** understand **nothing**.*	*I don't understand anything.*
No veo a **nadie**.	*I **don't** see **nobody**.*	*I don't see anybody.*
Dios **no** miente **nunca**.	*God **doesn't** lie **never**.*	*God never lies, or God doesn't ever lie.*

Activities (see answers on pp. 235-236)

A. Negate

The following sentences contain incorrect doctrine. Negate the sentences so that they teach correct doctrine and write them on a separate sheet of paper. Check your answers.

For Example:
Incorrect doctrine: Adán y Eva podían experimentar dolor en el Jardín de Edén.
Correct doctrine: Adán y Eva no podían experimentar dolor en el Jardín de Edén.

1. Los que escuchan al profeta se desvían.
2. Recordamos nuestra vida preterrenal.
3. Los que rechazan el Evangelio reciben las bendiciones.
4. Toda persona será salva.
5. Todas las personas inspiradas son profetas.
6. Adán y Eva podían progresar en el Jardín de Edén.
7. Éramos como nuestro Padre Celestial en la vida preterrenal.
8. Nosotros somos responsables de la Caída de Adán y Eva.
9. Teníamos cuerpos físicos en la vida preterrenal.
10. La muerte cambia nuestra personalidad.
11. Durante la Apostasía el Evangelio estaba sobre la tierra.
12. Todos en el mundo son perfectos.
13. Con la Expiación, Jesús eliminó nuestra responsabilidad.
14. La verdad cambia con las condiciones.
15. Había autoridad para efectuar ordenanzas durante la Apostasía.
16. Podemos vencer los efectos del pecado por nosotros mismos.

B. Fill in the Blank

On a separate sheet of paper, write the negative word that completes each sentence. Check your answers.

1. ___ (*none*) de nosotros es perfecto.
2. ___ hay ___ (*there is nothing*) más importante para nosotros que las famililas.
3. Aunque fue tentado, Jesucristo ___ cedió ___ (*never*) a la tentación.
4. Durante una apostasía ___ hay ___ (*there is nobody*) que tenga autoridad.
5. Si escuchamos a los profetas, los conflictos del mundo ___ nos abrumarán. (*will not*)
6. ___ cosa impura puede entrar en el reino de Dios.
7. Los líderes locales de la Iglesia ___ reciben ___ tipo de compensación económica.
8. Jesús le dijo a José que no se uniera a ___ de las iglesias.
9. ___ (*nobody*) puede morar con Dios sino por medio de Jesucristo.
10. Después de arrepentirnos, ___ (*never*) cometemos esos pecados más.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***Ninguno** hombre puede servir a dos señores.
No man can serve two masters.
2. Si obedece, no perderá ***ninguno** de las bendiciones.
If you obey, you won't lose any of the blessings.
3. ***No** persona es perfecta.
No person is perfect.
4. ***No** tentación es imposible de vencer.
No temptation is impossible to overcome.
5. ***Hay nada** más importante para nosotros que las familias.
There is nothing more important for us than our families.
6. ***Debemos nunca** perder la fe.
We should never lose faith.
7. ***Es no** gran problema para nosotros ir con usted a la capilla.
It's not a big problem for us to go to church with you.
8. ***Hay nadie** que sea insignificante para Dios.
There is nobody that is insignificant to God.
9. Durante la Apostasía ***ningún** iglesia tenía autoridad.
During the Apostasy no church had authority.
10. ***Es no** bueno faltar a las reuniones de la Iglesia.
It's not good to miss Church meetings.

D. Error Correction
Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. No tengo ningún duda de que la Iglesia es verdadera.
2. Debemos nunca dudar de Dios.
3. No problema es demasiado pequeño para Dios.
4. El bautismo no vale nada sin el don del Espíritu Santo.
5. ¿Por qué no pudo cumplir con su compromiso?
6. Dios no da ninguno mandamiento sin preparar la vía.
7. Hay nada que no podamos hacer con la ayuda de Dios.
8. ¡No se dé nunca por vencido!
9. Sin la Expiación, no podemos hacer nada.
10. Hay nadie que no tenga valor.
11. Jesús no tenía ninguno pecado.
12. ¿Su amigo es no miembro de la Iglesia?
13. Ningún circunstancia puede separarnos del amor de Dios.
14. No persona puede ser salva sin Jesucristo.
15. Es no posible siempre tomar decisiones correctas.
16. Los niños pequeños no necesitan bautizarse.

E. Companion Activities

1. Tell your companion as many things as you can that missionaries should not do. (Example: *No debemos ir a la playa.*) Get feedback on your use of negation from your companion.

2. On a separate piece of paper, write down habits that you and your companion want to change. Use negation in writing your goals. (Example: *No tomaremos descansos de más de cinco minutos.*)

F. Lesson Plan Activity
Using negation, create a lesson plan for the Word of Wisdom that you can use with one of your current investigators. Include some scriptures that use negation as well. Have your companion or a native speaker check your lesson plan. Practice teaching your lesson plan to your companion in the role of your investigator. Personalize your teaching to that investigator and get feedback afterwards on how well you used negation.





G. Scripture Activity
The following scriptures contain negations. On another piece of paper, write down the phrases in these verses that use negation. Check your answers. Write out some sentences that will help you share these passages with one of your investigators and practice sharing them with your companion.

Heb. 5:4	1 Ne. 3:7
Amós 3:7	2 Ne. 26:24

H. Audio Activity
Listen to the clip "3.3 El arrepentimiento." Write down the sentences that use negation (you may need to listen more than once). Check your answers. Think of an investigator who needs a lesson on repentance, and create a short lesson plan using negation that you could use to teach them. After you finish your lesson plan, practice teaching it to your companion. Get feedback on negation.

I. Language Study Plan Activities

1. "Actively listen," bullet 3. Listen to how natives form negative sentences. Pay special attention to the double-negative and when and why it is used. Make a note of when natives use negation differently than you would and find out why.
2. "Memorize vocabulary and phrases," bullet 6. Memorize one or more of the scriptures from activity G. Practice sharing them with your companion and applying them to different situations.
3. "Learn grammar," bullet 1. Think of a topic that you are teaching today which might use negation. Look in the scriptures, *Predicad Mi Evangelio*, the *Liahona*, and other materials where that topic is talked about. Find examples of how negation is used. Use what you learn in your teaching.

I. Online Assessment
To further review this principle, complete the online assessment associated with it.

Common Expressions

Examples from *Vocabulary and Phrases*

Physical death is necessary to **become** immortal.	La muerte física es necesaria para **llegar a ser** inmortal.
As a result, Adam and Eve **became** mortal.	Como resultado, Adán y Eva **se volvieron** mortales.
We know that the Lord **will strengthen** you.	Sabemos que el Señor **va a fortalecerlo**.
We must learn to recognize God's influence in our lives.	**Tenemos que** aprender a reconocer la influencia de Dios en nuestra vida.

Explanation

The following are some very common and useful expressions in Spanish.

Expressions with *Tener*

7a **tener … años** → *to be … years old*

tener hambre / sed → *to be hungry / thirsty*

tener calor / frío → *to be hot / cold*

tener cuidado → *to be careful*

tener prisa → *to be in a hurry*

tener razón → *to be right*

tener la culpa → *to be at fault (to have blame)*

tener sueño → *to be sleepy*

tener suerte → *to be lucky*

tener miedo → *to be afraid*

tener ganas de (hacer algo) → *to feel like (doing something)*

Tener + *que* + infinitive (to have to, or must)

Examples:

Tenemos que estudiar mucho.
We have to study a lot.

Tengo que enseñar con el Espíritu.
I have to teach with the Spirit.

Lo que dijo **tiene que ser** verdad.
What he/she said must be true.

Ir + *a* + infinitive [to be going to (do something)]

In daily conversation, this often replaces the future tense.

7b Examples:

Vamos a enseñar la segunda lección.
We're going to teach the second lesson.

Voy a hablar con el presidente García.
I'm going to talk with President García.

Ponerse

This reflexive verb expresses an emotional reaction (or states the beginning of an action).

7c Example:

Se puso contenta cuando supo la noticia.
She was happy when she heard the news.

Llegar a ser **(to become)**

This implies more of a permanent change than a temporary reaction. It also implies effort in the process of changing.

Example: Quiero **<u>llegar</u> <u>a</u> <u>ser</u>** un misionero más eficaz.
I want to become a more effective missionary.

Hacer **and** ***Llevar*** **in Time Expressions**

To express how long a person has been doing something or the idea of **ago**, Spanish uses expressions with *hacer* and *llevar*.

Hacer

To say how long someone has been doing something: *hace* + time + *que* + verb (present tense)	**<u>Hace</u>** tres meses que **soy** misionero. *I've been a missionary for three months.*
	Son miembros desde **<u>hace</u>** tres años y medio. *They have been members for three and a half years.*
To say how long something had been going on: *hacía* + time + *que* + verb (imperfect)	**<u>Hacía</u>** un año que **iban** a la iglesia cuando fueron al templo. *They had been going to Church for a year when they went to the temple.*
	<u>Hacía</u> tres meses que **conocía** el área. *I had known the area for three months.*
To say how long ago something happened: *hace* + time + *que* + verb (preterit)	**<u>Hace</u>** siete años que **recibí** el Sacerdocio Aarónico. *I received the Aaronic Priesthood eight years ago.*
	<u>Hace</u> dos años que mi familia **se bautizó**. *My family was baptized two years ago.*

Llevar

To say how long someone has been doing something: *llevar* (present tense) + time + gerund (*-ando*/*-iendo*)	**<u>Llevamos</u>** tres horas **contactando** gente. *We've been contacting people for three hours.*
	<u>Llevo</u> 30 minutos **estudiando** gramática. *I've been studying grammar for 30 minutes.*
To say how long someone has been something: *llevar* (present tense*) + time + *de* (or *como*) + what he/she has been	Él **<u>lleva</u>** cinco años **de** obispo. *He has been a bishop for five years.*
	Yo **<u>llevaba</u>** un año **como** miembro cuando recibí mi llamamiento misional. *I had been a member for a year when I received my mission call.*

*Switch to imperfect to say how long someone had been something

Activities (see answers on p. 236)

A. Fill in the Blank: *tener + que*
On a separate sheet of paper, write the form of *tener* + *que* that should go in each blank. Pay attention to verb tense. Check your answers.

1. (Nosotros) ____ venir a la tierra para progresar.
   We needed to come to earth in order to progress.
2. Si obedecemos a Dios, Él ____ bendecirnos.
   If we obey God, he has to bless us.
3. Un día todas las personas ____ comparecer ante Dios.
   One day all people will have to stand before God.
4. (Usted) ____ tener fe para recibir las bendiciones que desea.
   You have to have faith to receive the blessings you desire.
5. Una vez que se bauticen, ustedes ____ perseverar hasta el fin.
   Once you are baptized, you will have to endure to the end.
6. El bautismo ____ ser efectuado por alguien que tenga la debida autoridad.
   Baptism has to be performed by someone who has authority.

7. (Nosotros) ____ ser sensibles al Espíritu.
   We have to be sensitive to the Spirit
8. José Smith ____ pasar por muchas pruebas en su vida.
   Joseph Smith had to go through many trials in his life.
9. Yo sabía que ____ orar para saber por mí mismo.
   I knew that I needed to pray in order to know for myself.
10. Sin la expiación de Jesucristo, (nosotros) ____ (would have to) permanecer en nuestros pecados.
    Without Christ's Atonement, we would have to remain in our sins.

B. Fill in the Blank: *ir + a*
On a separate sheet of paper, write the form of *ir* + *a* that should go in each blank. Pay attention to verb tense. Check your answers.

1. Hoy (nosotros) ____ hablar sobre el plan de salvación.
   Today we are going to talk about the plan of salvation.
2. Entonces, (usted) ____ leer estos dos capítulos antes del lunes, ¿verdad?
   So, you're going to read these two chapters before Monday, right?
3. Si somos obedientes, Dios ____ darnos bendiciones.
   If we are obedient, God is going to bless us.
4. Las personas que sigan el plan de Dios ____ heredar el reino celestial.
   The people that follow God's plan are going to inherit the celestial kingdom.
5. (Yo) ____ marcar este capítulo para que usted lo encuentre.
   I'm going to mark this chapter so that you can find it.
6. José Smith tenía fe en que Dios ____ contestar su oración.
   Joseph Smith had faith that God was going to answer his prayer.
7. Los profetas sabían que las personas ____ rechazar a Jesucristo.
   The prophets knew that the people were going to reject Jesus Christ.
8. ¿Qué ____ hacer (usted) para dejar de beber?
   What are you going to do to quit drinking?
9. Dios sabía que (nosotros) ____ pasar por dificultades.
   God knew we were going to go through trials.
10. Si somos dignos (nosotros) ____ tener el Espíritu.
    If we are worthy, we're going to have the Spirit.

C. Translation: *hacer*
On a separate sheet of paper, translate the following sentences using expressions of time with *hacer*. Check your answers.

1. How long have you (sing. formal) been a member of the Church?
2. How long ago did you (sing. formal) receive the priesthood?
3. We have been visiting you (pl. formal) for a month.
4. How long has your (sing. formal) friend been interested in the gospel?
5. How long had you (pl. formal) lived here when the missionaries knocked on your door?
6. We've been teaching your (pl. formal) neighbors for several months.
7. How long did you (pl. formal) know your friend when he started asking about the Church?
8. Your (sing. formal) friend has known about the Church for several years.
9. How long have you (sing. formal) been reading the Book of Mormon?
10. Joseph Smith had been searching for the truth for a long time.

D. Translation: *llevar*
On a separate sheet of paper, translate the following sentences using expressions of time with *llevar*. Check your answers.

1. We've been talking to people in your (sing. formal) neighborhood for about two hours.
2. I had been a member for five years when I went on my mission.
3. How long had you (sing. formal) been praying?
4. They had been reading the Book of Mormon for a year when we found them.
5. I've been in the mission field for six months.
6. Hermana Flores has been a member for four years.

7. I've been learning Spanish for three months.
8. How long have you (pl. formal) been in this city?
9. How long had you (pl. formal) been attending church when you decided to get baptized?
10. Enos had been praying for a long time when he received an answer.

E. Fill in the Blank

Decide whether *ponerse* or *llegar a ser* should go in each blank. On a separate sheet of paper, write the correct expression in the correct form. Check your answers.

1. Nuestro investigador ha ____ un fuerte miembro de la Iglesia.
2. Los investigadores ____ contentos cuando usted se presentó a ellos.
3. Podemos ____ como Dios.
4. El apóstol Pedro ____ un gran líder de la Iglesia.
5. Cuando Jesús le pidió al joven rico que sacrificara sus bienes, éste ____ triste.
6. El hermano Ruis va a ____ contento cuando le contemos del bautismo.
7. Moisés ____ un gran profeta.
8. (Yo) ____ contento cuando pienso en las bendiciones que he recibido de Dios.
9. Sé que usted puede ____ una persona más feliz a causa del Evangelio.
10. ¿Cómo puede ____ más obediente?

F. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***Soy** 19 años.
   I'm 19 years old.
2. Usted va a ***ponerse** un gran miembro en la Iglesia.
   You are going to become a great member in the Church.
3. ***Llegamos a ser** preocupados cuando usted llamó.
   We became worried when you called.
4. Mi familia se bautizó ***tres años atrás**.
   My family was baptized three years ago.
5. ***He sido** misionero **por** dos meses.
   I've been a missionary for two months.
6. ***Tenemos ser** como Cristo.
   We have to be like Christ.
7. Usted ***ha estado aprendiendo** de la Iglesia **por** un par de meses.
   You've been learning about the Church for a couple months.
8. Decidí que ***fui** a ser obediente.
   I decided that I was going to be obedient.

G. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Hacía dos meses que los misioneros habían venido cuando decidimos bautizarnos.
2. Dios sabía que Adán y Eva iban a participar del fruto prohibido.
3. Él es obispo desde hace dos años.
4. Ya llevo unos cinco meses de misionero.
5. ¿Usted lleva mucho tiempo en la Iglesia?
6. ¿Cuánto tiempo llevan de casados?
7. Todos podemos ponernos fuertes en el Evangelio.
8. ¿Qué tienen hacer para tener una familia más unida?
9. Hemos estado visitándolo a usted por tres meses.
10. ¿Hace cuánto que usted se bautizó?
11. Usted es correcto – necesitamos orar con fe.
12. Puede ser difícil ponernos obedientes.
13. Llego a ser contento cuando siento el Espíritu.
14. ¿Cuánto tiempo hacía que ustedes habían ido a la iglesia cuando fueron al templo?

H. Audio Activity

Listen to the clip "4.3 Estudiar las Escrituras." Write down the sentences that use *ir* + *a* + infinitive. Check your answers. Think of an investigator to whom you could teach this lesson. Write down as many blessings as you can that you could promise him or her. Then practice teaching the lesson to your companion as if he or she were that investigator.

I. *Predicad Mi Evangelio* Activity

Turn to page 94 of *Predicad Mi Evangelio* and look under the section "El poder del Espíritu en la conversión." President

Packer talks about what we need to understand in order for conversion to take place. Using *tener* + *que*, write down as many sentences as you can describing what missionaries, investigators, and members have to feel for conversion to be successful. Share your sentences with your companion and discuss where you can improve.

J. Personal Activity

Go over your goals for today and write down sentences use *ir* + *a* + infinitive to tell what you are going to achieve and how you are going to achieve it. Share your sentences with your companion and ask for feedback.

K. Companion Activity

Read through part of the *Missionary Handbook* with your companion and use *tener* + *que* to express some of the rules you must follow as missionaries. Find an area where you can improve and set a goal for it using *tener* + *que*.

L. Writing Activity

Write a paragraph of the expectations you have for yourself as a missionary using as many of the common expressions from the explanation as possible. Have a native speaker read your paragraph and give you feedback on your grammar.

Example: Quiero llegar a ser un misionero que enseñe con poder y cumpla los mandamientos.

M. Scripture Activities

1. Read DyC 39:4 and find the common expression from this lesson used in the verse. Check your answer. Write down some other sentences using that expression that go along with the verse. Think of an investigator to whom you will soon teach the plan of salvation. Practice using this scripture to teach your companion a principle of the plan of salvation as if he or she were that investigator.
2. Read Mateo 5:6 and find the common expression from this lesson used in the verse. Check your answer. Think of a principle from the lessons that this scripture illustrates and think of an investigator you could share that principle with. Then practice sharing this scripture with your companion as if he or she were that investigator. Use the common expression from the verse to personalize the scripture as you teach.

N. Language Study Plan Activities

1. “Actively listen,” bullet 1. Listen carefully to hear how natives use the expressions in this lesson. Also listen for other times when natives say something differently than you would have said it. Write down expressions you hear and find out what they mean.
2. “Learn grammar,” bullet 2. Prepare sentences using common expressions that you can use in teaching today.

O. Online Assessment

To further review this principle, complete the online assessment associated with it.

Questions

Examples from *Vocabulary and Phrases*

What do you think about God?	¿**Qué** piensa de Dios?
Why do you feel that way?	¿**Por qué** se siente así?
Are you still confused about what we discussed?	¿Todavía está confundido sobre lo que hablamos?
When do you have time this week?	¿**Cuándo** tiene tiempo esta semana?

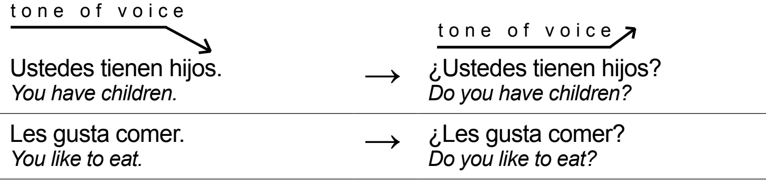
Explanation

A question can either require a **yes**/**no** as an answer, or be open-ended, where any response is possible. There are several ways to ask questions in Spanish.

Yes/No questions

8a **Intonation questions**

One way of asking yes/no questions is by taking a statement and raising the tone of voice at the end of the sentence, without changing the word order.



Ustedes tienen hijos. *You have children.*	→	¿Ustedes tienen hijos? *Do you have children?*
Les gusta comer. *You like to eat.*	→	¿Les gusta comer? *Do you like to eat?*

Inversion questions

Another way of asking yes/no questions is by taking a statement and placing the subject after the verb. The tone of voice is also raised at the end.

tone of voice — tone of voice

Usted vive por aquí. *You live around here.*	→	¿Vive usted por aquí? *(Do) you live around here?*
Ustedes tienen hijos. *You have children.*	→	¿Tienen ustedes hijos? *Do you have children?*

Note that intonation and inversion questions have the same meaning and expect a simple **yes/no** response.

Information questions

8b Questions are also formed using interrogative words, such as **who**, **what**, **when**, **where**, **why**, **how** and **which**. Use these kinds of questions when you expect more than a **yes/no** answer. Use them to get information. When asking these questions, lower your tone of voice just as you would when not asking a question.

Examples:

quién(es)	*who/whom*	**por qué**	*why*
qué	*what/which*	**cómo**	*how*
cuándo	*when*	**cuál(es)**	*which one(s) / what*
dónde	*where*	**cuánto/a(s)**	*how many/how much*

tone of voice

¿**Quiénes** son estas personas? *Who are these people?*	¿**Dónde** trabaja usted? *Where do you work?*	¿**Cuál** es su dirección? *What is your address?*
¿**Quién** sabe cocinar? *Who knows how to cook?*	¿De **dónde** son ustedes? *Where are you all from?*	¿**Cuál** es su lección preferida? *Which lesson is your favorite?*
¿**Qué** le gusta hacer? *What do you like to do?*	¿**Por qué** sale tan temprano? *Why do you leave so early?*	¿**Cuántos** hijos tiene? *How many children do you have?*
¿**Qué** hace? *What are you doing?*	¿**Por qué** está en la misión? *Why are you on a mission?*	¿**Cuánto** cuesta el libro? *How much does the book cost?*
¿**Cuándo** trabaja usted? *When do you work?*	¿**Cómo** está? *How are you?*	
¿**Cuándo** se bautizó? *When did you get baptized?*	¿**Cómo** podemos saber la verdad? *How can we know the truth?*	

Note: Interrogative words always have a written accent when they are used for a question. See the following table.

Not a Question (No Accent)	Question (Accent)
Aquí es **donde** hago las compras. *This is where I shop.*	¿**Dónde** hace las compras? *Where do you shop?*
El domingo es **cuando** asisto a la iglesia. *Sunday is when I attend church.*	¿**Cuándo** asiste usted a la iglesia? *When do you attend church?*

Note that prepositions in Spanish must always come before the question word. In English, it is acceptable to say "Where are you from?" In Spanish, the preposition comes first: *De dónde es?* (**From where are you?**).

Qué and Cuál

When used with the verb *ser*, there is an important difference in meaning between *qué* and *cuál*.

8c

Qué* + *ser used to ask for a definition	¿**Qué es** la fe? *What is faith?*	¿**Qué es** un profeta? *What is a prophet?*
	¿**Qué es** la apostasía? *What is apostasy?*	¿**Qué son** las Escrituras? *What are the scriptures?*

Cuál(es)* + *ser used to ask for specific information	¿**Cuál es** su nombre? *What is your name?*	¿**Cuál es** la diferencia entre un profeta y un apóstol? *What is the difference between a prophet and an apostle?*
	¿**Cuál es** nuestro propósito en la vida? *What is our purpose in life?*	¿**Cuál es** su problema? *What is your problem?*
	¿**Cuáles son** sus libros favoritos? *What are your favorite books?*	¿**Cuáles son** sus nombres? *What are your names?*

Activities (see answers on p. 237)

A. Create Questions: Yes/No

Change the following statements into **yes/no** questions. Note that all of these statements can also be turned into questions simply by changing the intonation in your voice, but for this activity, alter the sentence structure in forming questions.

Example statement: Los profetas enseñan la verdad.
Example questions: ¿Enseñan los profetas la verdad? or ¿Enseñan la verdad los profetas?

1. Los misioneros tienen el Espíritu.
2. Dios ama a Sus hijos.
3. Mi compañero estudia mucho.
4. El hermano Pérez es miembro.
5. Los miembros leen las Escrituras.
6. Usted conoce nuestra Iglesia.
7. Nosotros hablamos español.
8. Usted ha recibido bendiciones por obedecer.
9. Yo enseño con poder.
10. Leer el Libro de Mormón es importante.

B. Create Questions: Open-ended
Use the interrogatives *cómo*, *dónde*, *cuándo*, *qué*, *quién*, and *cuánto* to change the following statements into questions. Take turns asking and answering your new questions with your companion.

Example statement: Yo voy a la clase.
Example question: ¿Quién va a la clase?

1. Los investigadores oran cada día.
2. Enseñamos con poder.
3. Las hermanas asisten a la iglesia.
4. Este libro contiene la verdad.
5. Podemos recibir una respuesta por medio del Espíritu.
6. El obispo comparte su testimonio en la reunión.
7. Luis sabe la verdad.
8. Mis padres me enseñaron el Evangelio.
9. Nuestros investigadores viven en el barrio San Lucas.
10. El hermano Morales lee la Biblia.

C. Turn the following statements into questions. The underlined section is the desired answer.

Example statement: Dios es <u>nuestro Padre Celestial</u>.
Example question: ¿Quién es Dios?

1. Dios llama profetas <u>para enseñar Su Evangelio</u>.
2. Debemos creer <u>que Cristo es el Salvador del mundo</u>.
3. <u>Jesucristo</u> es el Salvador.
4. Somos bautizados <u>por inmersión</u>.
5. Vamos a la iglesia <u>los domingos</u>.
6. El Libro de Mormón es <u>otro testamento de Cristo</u>.

D. Fill in the blank.
On a separate sheet of paper write whether you would use qué or cuál(es) in each sentence. Check your answers when you finish.

1. ¿___ es su pasaje favorito?
2. ¿___ es el arrepentimiento?
3. ¿___ es el himno que le gusta más?
4. ¿___ es la revelación?
5. ¿___ es su religión?
6. ¿___ es su número de teléfono?
7. ¿___ es la Caída?
8. ¿___ son sus nombres?
9. ¿___ son sus creencias?
10. ¿___ es su objetivo?
11. ¿___ es la Palabra de Sabiduría?
12. ¿___ son los principios de esta lección?

E. Companion Activity
Ask your companion the following questions in Spanish and have him or her answer.

1. What is your favorite scripture story?
2. What blessings have you received on your mission?
3. Which principle is difficult for <u>name of investigator</u>?
4. What is your address?
5. What is the gospel?
6. What is faith?
7. Which investigator is progressing the most?
8. What are <u>name of investigator</u>'s doubts?
9. What are your goals for today?
10. Which lesson do we need to practice?
11. What time is it?
12. Which lesson are we going to teach?

F. Fill in the blank.
On a separate sheet of paper write the question word that would complete each sentence. Check your answers.

Elders Martínez and González are teaching Carlos about God's plan for us. Some of the questions that they asked Carlos during the lesson are found below. On a separate sheet of paper write the appropriate interrogative word such as *qué*, *cuál*, *por qué*, *cómo* and *quién*. Check your answers when you finish.

1. ¿ ___ puede ayudarle en su vida diaria?
   How can it help you in your daily life?
2. ¿ ___ sucede allí?
   What happens there?
3. ¿ ___ es la Caída?
   What is the Fall?
4. ¿ ___ es el mundo de los espíritus?
   What is the Spirit World?
5. ¿ ___ fue necesaria la Caída?
   Why was the Fall necessary?
6. ¿ ___ significa ser resucitado?
   What does it mean to be resurrected?
7. ¿ ___ es el propósito de su vida en la tierra?
   What is the purpose of your life on earth?
8. ¿ ___ serán resucitados?
   Who will be resurrected?
9. ¿ ___ es la Expiación?
   What is the Atonement?
10. ¿ ___ es importante la resurrección?
    Why is the resurrection important?
11. ¿ ___ es su relación con Dios?
    What is your relationship with God?
12. ¿ ___ es el cielo?
    What is heaven?

G. Common Errors
Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ¿***Qué** es su nombre?
   What is your name?
2. ¿Cómo los investigadores ***aprenden**?
   How do investigators learn?
3. ¿***Qué** es la diferencia?
   What's the difference?
4. ¿Dónde es usted ***de**?
   Where are you from?
5. ¿***Qué** es su Escritura favorita?
   What is your favorite scripture?
6. ¿Quién debemos confiar ***en**?
   Who should we trust in?
7. ¿***Qué** es su duda?
   What is your concern?
8. ¿***Hace** leer las Escrituras?
   Do you read the scriptures?
9. ¿Qué José Smith ***hizo**?
   What did Joseph Smith do?
10. ¿***Hace** usted tener hijos?
    Do you have children?

Do Something More
Write down the correct form to each question and identify a time today that you can ask each of these questions or similar ones that would be more appropriate to the situation.

Being

H. Error Correction
Each question is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two questions that you could use in your teaching today that use the correct form of the word.

1. ¿Qúe los profetas hacen?
2. ¿Cuándo Cristo regresa?
3. ¿Quién es la persona que hablamos con?
4. ¿Existe Dios?
5. ¿Qué enseñan los profetas sobre?
6. ¿Qué es su libro preferido de la Biblia?
7. ¿Cuándo estudiamos nosotros?
8. ¿Cuál es el propósito de la Santa Cena?
9. ¿Qué es nuestro objetivo?
10. ¿De dónde su compañero es?
11. ¿Qué sus padres dicen?
12. ¿Qué hablamos sobre?

I. Audio
Listen to the clip "Conocer a alguien." Write down all the questions you hear on a separate sheet of paper. Check your answers. Write out 10 of your own questions that you would like to ask to get to know someone, using the ones from the dialogue as models. Practice asking these questions when you are contacting today.



J. Preach My Gospel Activities
1. Review a lesson plan that you have recently used in your teaching. Write a question in Spanish for each one of the main principles in the lesson. Then revise your questions making sure that they follow the instructions for asking good questions found in Chapter 10 of *Preach My Gospel*. Share these questions with your companion and evaluate them together. Also analyze how these questions could invite the Spirit and help the investigator to learn. Use these questions the next time you teach the lesson.

2. Do the activity on page 200 of *Predicad Mi Evangelio*. Write the questions in Spanish and discuss them with your companion.

3. Read the "Preguntas para después de la enseñanza" section at the end of the first three lessons. Which questions use the word *qué*? Why is *qué* used instead of *cuál*? Write out three other questions that you could use for each of the lessons using the word *qué*.

4. Choose a principle that you will be teaching today. Write out three questions that an investigator might ask about that principle. Find a scripture to answer each question, and write a question that you could ask to help the investigator apply the scripture to themselves. Have a more advanced Spanish speaker correct any errors.

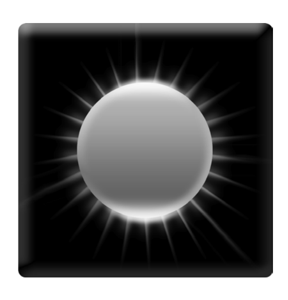
K. Online Assessment
To further review this principle, complete the online assessment associated with it.

Temperature and Weather

Explanation

Talking About The Weather

Being



El tiempo está bueno *(The weather is good)*

Hace sol/Hay sol *(it's sunny)*

Está soleado *(it's sunny)*

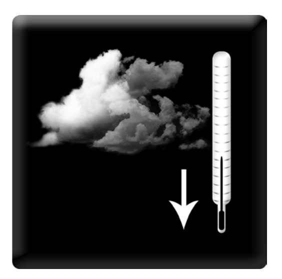
Está despejado *(The sky is clear)*



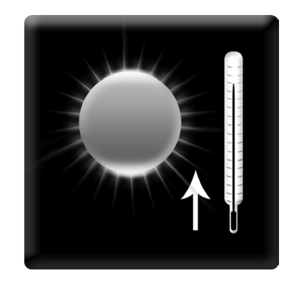
Hace fresco *(it's cold)*

Está fresco *(it's cool)*

Está nublado *(it's cloudy)*



Hace frío *(it's cold)*



Hace calor *(it's hot)*



Hace viento/Hay viento *(it's windy)*



lloviznar (verb) (*to sprinkle, drizzle)*

El tiempo está malo *(The weather is bad)*

llover (ue) (verb) *(to rain)*



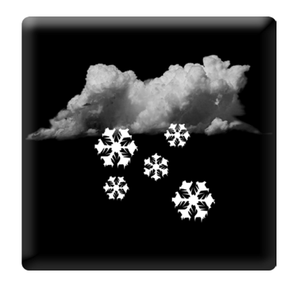
Hay neblina *(it's foggy)*



tronar (ue)/ caer truenos (verb) *(to thunder)*



granizar/ caer granizo (verb) *(to hail)*



nevar (ie)/ caer nieve (verb) *(to snow)*

The verbs in the examples above are conjugated in third person singular, and have no subject.

Examples:		
	Está lloviendo. *It's raining.*	**Está nevando.** *It's snowing.*
	Llueve mucho aquí en la primavera. *It rains a lot here in the spring.*	**Graniza** cuando **hace frío.** *It hails when it gets cold.*

Note: Remember that Spanish-speaking countries use the metric system, so temperature will be in Celsius.

Activities (see answers on p. 238)

A. Translation

Translate the following sentences. Check your answers.

1. It's hot.
2. It's sprinkling.
3. The sky is clear.
4. It's windy
5. It's snowing.
6. It's raining
7. It's foggy
8. It's cool.
9. It's hailing.
10. The weather is bad.
11. It's cloudy
12. It's cold.
13. The weather is good.

B. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***Es** calor.
   It's hot.
2. Hace ***muy** frío/calor.
   It's very cold/hot.
3. ***Está** frío en este cuarto.
   It's cold in this room.
4. ***Es** viento.
   It's windy.

C. Companion Activity

Look at the five-day forecast to the right (remember that temperatures are in Celsius). Practice using the weather to start a conversation with your companion, who will act like a person on the street or in a park. Have your companion tell you what day of the week it is for each contact. Use phrases appropriate for the weather that day. Quickly shift the conversation to the Restoration, families, or another gospel topic. Set a goal to use the phrases about weather when contacting people.



D. Language Study Plan Activity

"Actively listen," bullet 1. Expressions about the weather can vary from country to country. Listen to how the natives in your mission talk about the weather and imitate what you hear.

Being

Review: State of Being

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking about and expressing a state of being

- Subject Pronouns
- *Ser y Estar*
- Negation
- Questions
- Temperature and Weather
- Common Expressions (Expressions with *Tener*)

Activities **(see answers on pp. 238–239)**

A. Error Correction

There are 8 errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

Dios es nuestro Padre Celestial y todos estamos hijos de Él. A veces preguntamos: "¿Por qué somos aquí?" Somos aquí en la tierra para aprender y crecer. En esta vida somos no perfectos, pero podemos estar limpios de nuestros pecados por medio de la Expiación. Jesucristo es el Hijo de Dios y Él sufrió por nuestros pecados porque Él es nuestro Mediador y Él nos ama. Cuando soy triste, pienso en Su sacrificio por mí. Según lo que hemos dicho, ¿qué Jesucristo ha hecho por usted?

B. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. Debemos nunca perder la esperanza.
2. El bautismo estará en la capilla.
3. La capilla es cerca de la calle San Tomás.
4. Según lo que hemos dicho, ¿qué el profeta hace?
5. Está frío en esta parte de la capilla.
6. ¿Qué habla esta Escritura sobre?
7. Cuando yo leo y yo oro, siento el Espíritu.
8. ¿Hace creer en Dios?
9. Fumar es no bueno para la salud.
10. Dios da no mandamiento espiritual.
11. No hijo de Dios es perfecto.
12. ¿Qué necesitan ayuda con?
13. Podemos hacer nada sin la ayuda de Dios.
14. Soy agradecido por el Evangelio en mi vida.
15. ¿Dónde es la casa de su amigo?
16. ¿Qué es nuestro propósito?
17. ¿Es listo para su bautismo?
18. Tengo ninguna duda de eso.
19. Su vecino es no miembro de la Iglesia.
20. Cristo dijo que ningún iglesia era correcta.
21. ¿Qué usted aprende cuando estudia?
22. Es no necesario saber todas las cosas en esta vida.
23. Dios es interesado en nuestras vidas.
24. Hay nada más importante que el Evangelio.
25. ¿Adónde los espíritus van después de esta vida?
26. ¿Cómo usted siente el amor de Dios?
27. Ustedes son correctos; la familia es lo más importante.
28. ¿Qué bendiciones recibe usted cuando usted obedece?
29. Ningún de nosotros es perfecto.
30. Está tarde; tenemos que irnos.

C. Translation

On a separate sheet of paper, translate the words in parentheses into Spanish. Check your answers. Say each of the sentences out loud and get feedback from a native speaker on your pronunciation. This exercise assumes that you can do present tense conjugations.

1. (*We are*) agradecidos por nuestras bendiciones.
2. ¿Ustedes (*are*) de aquí?
3. (*It's hot*) afuera hoy.
4. ¿(*Do you* [pl. formal] *live*) cerca de aquí?
5. ¿(*What*) siente usted cuando lee?
6. (*You* – sing. formal) (*are*) un hijo de Dios.
7. La verdad (*doesn't change*) con el tiempo.
8. (*Nobody*) (*is*) perfecto.
9. No debemos (*be afraid*) a Dios.
10. ¿(*Where*) vive su amigo?
11. El bautismo (*is*) en la iglesia.
12. (*We have*) una reunión a las siete.
13. ¿(*When*) podemos volver a visitarlos?
14. Nuestra vida (*is*) una bendición.

15. Si (*it rains*), la actividad será en la capilla.
16. (*We are*) aquí para un propósito.
17. (*I am*) agradecido por mi Padre Celestial.
18. (No) persona es perfecta.
19. (*I don't understand*) su pregunta.
20. (*We are*) hijos de Dios.

D. Companion Activities

1. Using subject pronouns, *ser* and *estar*, and negation, write out a lesson plan for the first two principles of lesson one. Focus on describing who God is and what the teachings of the gospel that bless families are. Include several questions in your plan. Have your companion check your lesson plan for grammar and vocabulary. Then practice teaching your plan to your companion or a native speaker as if he or she were a new investigator. Get feedback on your grammar and pronunciation.
2. With your companion, go through the first lesson and write down questions that you could ask for each principle. Use *ser* and *estar*, negation, and subject pronouns in your questions. Practice alternating principles and asking each other the questions you created.
3. Practice door or street contacts with your companion or a native speaker. Focus on clearly stating who you are and what your purpose is, as well as finding out who the people are and what their interests are. Use *ser* and *estar* and possessives correctly. Get feedback on how well you used each of these principles and how clear your introduction was.

E. Audio Activity

Listen to the clip "1.1 Dios es nuestro amoroso Padre Celestial." The first time you listen, write down all the phrases containing subject pronouns; the second time, write down the phrases containing *ser* and *estar* (in the present tense), and the third time write down all the questions. Check your answers. Write down some questions you could ask the investigators in the clip that help you find out how well they understand who God is and what their relationship to Him is. Then practice teaching this principle to your companion using what you have written down from this activity. Get feedback on your grammar and pronunciation.



F. Native Speaker Activity

Describe your family to a native speaker. Talk about the characteristics of each member of your family and what your family means to you. Relate what you talk about to the principle "El Evangelio bendice a las familias." Focus on using *ser* and e*star*, subject pronouns, and negation. Get feedback on your grammar.

G. Scripture Activities

1. Read Mateo 16:13–18. Note how these verses use subject pronouns, *ser* and *estar*, and questions to discuss who Christ is. Write out a summary of what happens in the verses from a third-person point of view, paying special attention to how you use these grammar principles as you tell who the apostles said that Christ is. Have your companion check your summary. Think of your investigator who could benefit from these verses and teach this passage to your companion as if he or she were that investigator. Get feedback on your use of subject pronouns, *ser* and *estar*, possesssion, and forming questions.
2. Read Juan 14:4–6 and write down the phrases and sentences that use negation, questions, and subject pronouns. Check your answers. Then use these verses to describe who Christ is as you teach your companion the principle "Por medio de Cristo podemos ser limpios del pecado." Get feedback on your use of these grammar principles and your pronunciation.
3. Read Moro. 7:16–17 and write down the sentences that use negation. Check your answers. Then use these verses to describe who the Holy Ghost is as you teach your companion the principle "El don del Espíritu Santo" as if he or she were one of your investigators. Get feedback on your pronunciation and your use of negation.

H. Writing Activities

1. Using subject pronouns, *ser* and *estar*, and negation, write a paragraph about what Heavenly Father **is** (for example, *un Padre amoroso*) and what he **is not** (for example, *un personaje de espíritu*). Using as many question words as you can (*qué, cómo, dónde*, etc.), write questions that you could use to check whether an investigator has understood after you've taught him or her the material in your paragraph.
2. Use subject pronouns, negation, and *ser* and *estar* to write a paragraph about our life on earth. Write about who we are, why we are here, and what we should and should not do in order to return to live with God. Write some questions that you could ask to check for understanding. Have your companion or a native speaker check what you wrote and then practice teaching it to him or her as if he or she were your investigator.

I. Reading Activity

With your companion, read the section “El Espíritu Santo” on pages 92–94 of *Preach My Gospel*. After each paragraph, summarize what you read in your own words. Focus on using subject pronouns, *ser* and *estar*, and negation correctly as you describe who the Holy Ghost is. Get feedback on those principles. Also ask your companion several questions about each paragraph, focusing on correctly formulating questions.

Asking about and expressing

Possession or Ownership

Purpose

This function will help you talk about to whom something belongs or what someone has; for example, whose baptism is coming up, or what blessings you have in your life. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- How have you felt **His** love in **your** life? (Possessives)
- God **has** a plan for us. (Present: Irregular: *tener*)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- God Is Our Loving Father in Heaven (What is our relationship to God?)
- Our Life on Earth (What things do we have to help us in this life?)
- The Atonement (What did Christ suffer for us?)
- Through Christ We Can Be Cleansed from Sin (How does Christ remove our sins?)
- Repentance (How do we repent of our sins?)
- Baptism (What is our part of the covenant we make? What is God's part?)
- Pray Often (How do we receive answers to our prayers?)
- Study the Scriptures (How do the scriptures help us with problems in our lives?)
- The Law of Chastity (What does chastity include besides keeping our actions pure?)
- The Law of Tithing (From where does everything we have come? What do we pay 10 percent on?)
- The Law of the Fast (How does fasting strengthen our prayers? What can we fast for?)

Tasks from Missionary Vocabulary and Phrase Book

- Obtain Referrals (Who are their friends? What are their interests?)
- Offer a Prayer (How do we express our gratitude, thoughts, and desires to God?)

Possession

Possessives

Examples from *Vocabulary and Phrases*

We will be rewarded according to **our** works.	Seremos recompensados de acuerdo a **nuestras** obras.
Jesus Christ visited the Americas to teach **His** gospel.	Jesucristo visitó las Américas para enseñar **Su** Evangelio.
I ask Thee to bless **my** companion.	Te pido que bendigas a **mi** compañero.
Eternal life is to receive **God's glory**.	La vida eterna es recibir **la gloria de Dios**.

Explanation

Short Possessive Adjectives

10a One way to indicate possession is by saying **my book**, for example. This is an example of a short possessive adjective. Short possessive adjectives:

1. Go **before** the noun they modify,
2. Agree in **number** with the object or person that is possessed, not with the possessor.
3. Agree in **number** and **gender** (in the case of *nuestro* and *vuestro*) with the object or person that is possessed, **not** with the possessor.

Short Possessive Adjectives

mi/s	*my*	**nuestro/a nuestros/as**	*our*
tu/s	*your (singular/ informal)*	**vuestro/a vuestros/as**	*your (plural/informal)*
su/s	*your (singular/formal) his her its*	**su/s**	*your (plural/formal) their*

Examples

Mi testimonio de los profetas ha crecido.
My testimony of the prophets has grown.

La fe es importante en **nuestra** vida.
Faith is important in our life.

Su amor por nosotros fue tan grande que nos dio a Su hijo.
His love for us was so great that He gave us His Son.

10b Spanish does not use possessive adjectives with parts of the body or articles of clothing if some other part of the sentence makes it clear who it belongs to. Instead, the definite article (*el*, *la*, *los*, *las*) is used.

Examples:

Levanto **la** mano. *I raise my hand.*	→	The verb form *levanto* tells us it´s my hand, so *mi* mano would be redundant.
Juan se pone **los** zapatos. *Juan puts on his shoes.*	→	The subject, *Juan*, the verb form *pone*, and the reflexive pronoun *se* tell us that they are Juan´s shoes, so *sus* zapatos would be redundant.

Long Possessive Adjectives

10c Another way to indicate possession is by saying "the book is **mine**." This is an example of a long possessive adjective. Long possessive adjectives:

1. Go **after** the noun they modify.
2. Agree in **number** and **gender** with the object or person that is possessed, **not** with the possessor.

Long Possessive Adjectives

mío/a míos/as	*mine*	**nuestro/a nuestros/as**	*our*
tuyo/a tuyos/as	*yours (singular/ informal)*	**vuestro/a vuestros/as**	*yours (plural/informal)*
suyo/a suyos/as	*yours (singular/ formal) his/hers/its*	**suyo/a suyos/as**	*yours (plural/formal) theirs*

Examples

La decisión de obedecer es **nuestra**.
The decision to obey is ours.

El libro de Mormón es **suyo**.
The book of Mormon is yours.

La responsabilidad de actuar es **suya**.
The responsibility to act is yours.

The long forms are used for emphasis or contrast, or in constructions with the definite or indefinite article (*el/un amigo mío*). They follow the noun they modify, which is preceded by the article. The noun can be omitted if it is understood what it refers to.

Example: Mi familia vive en la capital. ¿Y **la tuya**?
My family lives in the capital. And yours?

Note: The short forms are used more frequently than the long forms.

Possession with *de*

In English, possession is also expressed with **'s** (ex. "John**'s** house"). In Spanish, instead of saying "John's house," people say "the house **of** John," and the word *de* is used (ex. "la casa **de** Juan").

Example: **Los hijos de Dios** aprenden de los profetas.
God´s children learn from the prophets.

Activities (see answers on p. 239)

A. Fill in the Blank
On a separate sheet of paper, write the possessive construction that would complete each sentence. Check your answers.

1. "Éste es ___ (*my*) Hijo Amado: ¡Escúchalo!"
2. Podemos vivir para siempre con ___ (*our*) familias.
3. Debemos obedecer a ___ (*our*) líderes.
4. ¿Vas a ir a ___ (*your – sing. informal*) clase de Primaria?
5. ¿Invitará a ___ (*your – sing. formal)* amigo a la lección?
6. ___ (*Our*) mensaje es sencillo.
7. ___ (*Our*) Iglesia tiene profetas vivientes.
8. ___ (*My*) padres me enseñaron el Evangelio.
9. Pasaremos por ___ (*your – pl. formal*) casa a las siete.
10. Gracias por compartir ___ (*your – pl. formal*) sentimientos.
11. Cristo dijo, "Así alumbre ___ (*your – pl. informal*) luz".
12. Lamán y Lemuel no obedecieron a ___ (*their*) padre.
13. Amo a Dios y quiero obedecer ___ (*His*) mandamientos.
14. La presidenta de la Sociedad de Socorro tiene una amiga y nos dio ___ (*her*) número de teléfono.

B. Fill in the Blank
On a separate sheet of paper, write the possessive construction that would complete each sentence. Check your answers.

1. El gusto es ___ (*mine*).
2. La oportunidad es ___ (*theirs*).
3. El dinero para el diezmo no es ___ (*ours*).
4. ¿Este número de teléfono es ___ (*hers*)?
5. Estas bendiciones pueden ser ___ (*yours – pl. formal*).
6. ¿Qué casa es ___ (*his*)?
7. La responsabilidad es ___ (*ours*).
8. Esa decisión es ___ (*yours – sing. formal*).
9. Cristo dijo, "Estas palabras no son de hombres, ni de hombre, sino ___ (*mine*)".
10. El Espíritu es ___ (yours) una vez que sea confirmado.

C. Common Errors
Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Nuestro ***Padre's** plan es para todos.
Our Father's plan is for everyone.
2. Dios envió a ***Su** profetas para revelar la verdad.
God sent His prophets to reveal the truth.
3. Esa promesa es ***su**.
That promise is yours.
4. ¿Conoce ***nuestros** Iglesia?
Are you familiar with our Church?
5. ***Nuestro** vida es una bendición.
Our life is a blessing.
6. Estoy agradecido por ***mi** bendiciones.
I am grateful for my blessings.
7. Debemos escuchar ***ellos** palabras.
We should listen to their words.
8. Podemos tener la lección en ***ustedes** casa?
Can we have the lesson at your house?

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Los diezmos son de Dios.
2. Mi padres fueron un gran ejemplo para mí.
3. Nuestros profeta nos guía para tomar buenas decisiones.
4. En esta vida, todos tenemos nuestras propias pruebas.
5. Nuestros presidente habla español también.
6. Debemos magnificar nuestros llamamientos.
7. Debemos guardar Su mandamientos.
8. Debemos servir a nuestros hermanos.
9. Este pasaje es mi favorito.
10. Su amigos también pueden asistir a la actividad.
11. Dios responderá a su oración.
12. Su bautismos serán el domingo.
13. El profeta's palabras son importantes.
14. Mío cuerpo es sagrado y debo protegerlo.
15. Su Espíritu está presente en todas las cosas.
16. Sus oraciones son escuchadas en los cielos.

E. Companion Activities

1. Talk about your blessings with your companion. Focus on using possessives correctly and get feedback from your companion.
   Example: Ese Libro de Mormón es suyo.



2. With your companion, practice talking about your new investigators as you would during a ward council meeting. Tell what you know about their children, friends, job, hobbies, etc, using the appropriate possessive pronouns. Get feedback from your companion.
   Example: En **su** familia hay 5 hijos y también viven con **su** mamá.

F. Audio Activity

Listen to the clip "4.3 Estudiar las Escrituras." Write down the four sentences that use possessives. Check your answers. Then teach your companion this principle as if he or she were one of your investigators. Get feedback on how clear you were and how well you used expressions of possession.

G. Scripture Activities

1. Read 3 Ne. 18:21. Write down the possessive adjectives and the nouns they modify. Check your answers. Then use this verse with your companion to practice teaching the principle of family prayer. Change the informal possessives to formal ones and personalize the scripture to one of your investigator families.
2. Read Alma 34:20–28. Write down the possessive adjectives and the nouns they modify. Check your answers. Create a lesson plan about prayer for one of your investigators and include these verses in it. Change the informal possessives to personalize it to your investigator and include a commitment to pray daily. Practice teaching your plan to your companion who will play the role of that investigator and get feedback on how well you used possessives.

   Example: Vuestros campos → sus campos

H. Language Study Plan Activities

1. "Actively listen," bullet 1. Listen to how the natives in your mission express possession and imitate them. Write down any phrases they use that you would not have used. Pay special attention to how they use the definite article (*el*, *la*, *los*, *las*) instead of a possessive. Review these phrases with your companion at the end of the day.
2. "Learn grammar," bullet 2. Prepare 5–10 sentences using possessives that you can use in your scheduled activities today. Have your companion check your sentences. Practice using them throughout the day.

I. Online Assessment

To further review this principle, complete the online assessment associated with it.

Present: Irregular

Examples from *Vocabulary and Phrases*

God **has** a body of flesh and bone that is perfect.	Dios **tiene** un cuerpo de carne y huesos que es perfecto.
I know this **is** true from feeling the Holy Ghost.	**Sé** que esto **es** verdad al sentir el Espíritu Santo.
In this passage, **it says**....	En este pasaje **dice**....
When we die, **we go** to the spirit world.	Cuando morimos **vamos** al mundo de los espíritus.

Explanation

Possession

Most Spanish verbs follow similar conjugation patterns. There are some verbs, however, that do not follow those patterns. They are called **irregular** verbs. The following lists the most common irregular verbs in the present divided by category of irregularity.

Multiple Irregularities

11a These verbs have more than one irregularity. Note that some have written accents marks that regular verbs do not have and others are missing the written accent marks that regular verbs have.

dar (*to give*)		**estar** (*to be*)		**haber** (*to have done something*)		**ir** (*to go*)		**ser** (*to be*)		**ver** (*to see*)	
do**y**	damos	esto**y**	estamos	**he**	**hemos**	vo**y**	vamos	so**y**	s**o**mos	v**e**o	vemos
das	d**a**is	est**á**s	estáis	**has**	habéis	vas	v**a**is	**er**es	s**o**is	ves	v**ei**s
da	dan	est**á**	est**á**n	**ha**	**han**	va	van	**es**	s**o**n	ve	ven

Irregular *Yo* Form

11b These verbs have an irregular yo form only. Note that the other forms have regular *–ar, -er,* and *–ir* conjugations.

caber (*to fit*)		**caer** (*to fall*)		**conocer** (*to know*)		**hacer** (*to make, to do*)		**poner** (*to put*)	
quepo	cabemos	ca**ig**o	caemos	cono**z**co	conocemos	ha**g**o	hacemos	pon**g**o	ponemos
cabes	cabéis	caes	caéis	conoces	conocéis	haces	hacéis	pones	ponéis
cabe	caben	cae	caen	conoce	conocen	hace	hacen	pone	ponen

saber (to know)		**salir** (*to leave*)		**traer** (*to bring*)		**valer** (*to be worth*)		**vencer** (*to defeat*)	
s**é**	sabemos	sal**g**o	salimos	tra**ig**o	traemos	val**g**o	valemos	ven**z**o	vencemos
sabes	sabéis	sales	salís	traes	traéis	vales	valéis	vences	vencéis
sabe	saben	sale	salen	trae	traen	vale	valen	vence	vencen

Most verbs that end in *-ecer* or *-ucir* follow the same pattern as *conocer*. These verbs include: *agradecer*, *complacer*, *conducir*, *crecer*, *deducir*, *establecer*, *introducir*, *obedecer*, *ofrecer*, *parecer*, *permanecer*, *pertenecer*, *producir*, *reducir*, and *traducir*.

Other words that have the same irregular yo form as *vencer* include: *convencer*, *ejercer*, and *esparcir*.

Irregular *Yo* Form and Stem and/or Spelling Changes

11c These verbs have an irregular yo form as well as additional stem *and/or* spelling changes in the *tú, usted,* and *ustedes* forms.

decir (to say)		**tener** (to have)		**venir** (to come)		**oír** (to hear)	
d**ig**o	decimos	ten**g**o	tenemos	ven**g**o	venimos	o**ig**o	oímos
d**i**ces	decís	**tie**nes	tenéis	v**ie**nes	venís	o**y**es	oís
d**i**ce	d**i**cen	**tie**ne	**tie**nen	v**ie**ne	v**ie**nen	o**y**e	o**y**en

Verbs that consist of a prefix (e.g., *a-*, *ben-*, *com-*, *con-*, *contra-*, *de-*, *des-*, *dis-*, *im-*, *inter-*, *mal-*, *man-*, *o-*, *ob-*, *pre-*, *pro-*, *re-*, *sos-*, *su-*) and an irregular verb (e.g., *decir*, *conocer*, *hacer*, *poner*, *tener*, *venir*) in the present have the same conjugations as the irregular verb.

reconocer (to recognize)

recono**z**co	reconocemos
reconoces	reconocéis
reconoce	reconocen

bendecir (to bless)

bend**ig**o	bendecimos
bend**i**ces	bendecís
bend**i**ce	bend**i**cen

Activities (see answers on pp. 239–240)

A. Conjugation

Conjugate the following verbs in the present in a verb tree on a separate sheet of paper without looking at the charts above. Check your answers.

Multiple Irregularities

dar (to give)	haber [to have (done something)]	ver (to see)
ser (to be)	estar (to be)	ir (to go)

Irregular *Yo* Form

caer (to fall)	conocer (to know)	saber (to know)	salir (to leave)
hacer (to make, to do)	poner (to put)	traer (to bring)	obedecer (to obey)

Irregular *Yo* Form and Stem and/or Spelling Changes

decir (to say, to tell)	bendecir (to bless)	venir (to come)
tener (to have)	oír (to hear)	

B. Conjugating in Sentences

Translate on a separate sheet of paper or say each of the following phrases aloud with the correct present conjugation of the verb in parentheses. Check your answers.

Multiple Irregularities

1. I give
2. You (sing. informal) are (ser)
3. We have (haber)
4. She goes
5. We are (estar)
6. They (masc.) see
7. We give
8. You (sing. formal) see
9. They (masc.) give
10. I am (ser)
11. You (pl. formal) go
12. I have (haber)

Irregular *Yo* Form

1. You (sing. formal) put
2. I bring
3. We leave
4. I leave
5. I do
6. You (pl. formal) do
7. I know (saber)
8. I know (conocer)
9. I fall
10. I put
11. We bring
12. They (masc.) do

Irregular *Yo* Form and Stem and/or Spelling Changes

1. I say
2. We say
3. You (pl. formal) come
4. They (fem.) have (tener)
5. You (sing. informal) hear
6. I hear
7. He says
8. She has (tener)
9. They (masc.) say
10. We have (tener)
11. We hear
12. They (masc.) hear

C. Translation

Write the correct form of the verb in parentheses on a separate sheet of paper and then say each of the following sentences out loud. Check your answers.

Multiple Irregularities

1. [Yo] (dar) una lección.
2. [Ellas] (ser) misioneras.
3. [Ellos] (ir) a la iglesia.
4. [Usted] (dar) su testimonio.

5. [Nosotros] (ser) misioneros.
6. [Ustedes] (haber) leído la Biblia.
7. [Tú] (estar) con tus padres.
8. [Él] (ver) las bendiciones.
9. [Nosotros] (haber) recibido un testimonio.
10. [Yo] (ser) un representante de Cristo.

Irregular Yo Form

1. [Yo] (obedecer) los mandamientos.
2. [Yo] (conocer) al obispo Pérez.
3. [Yo] (poner) mi mejor esfuerzo.
4. [Yo] (traer) la Biblia.
5. [Yo] (hacer) la oración.
6. [Yo] (salir) del apartamento.
7. [Yo] (saber) que la Iglesia es verdadera.
8. [Usted] (hacer) la voluntad de Dios.
9. La gente (caer) cuando no obedece.
10. [Yo] (vencer) los obstáculos.

Irregular *Yo* Form and Stem and/or Spelling Changes

1. [Ellos] (decir) la verdad.
2. [Yo] (tener) un testimonio.
3. La gente (oír) las palabras de los profetas.
4. [Nosotros] (venir) con un mensaje.
5. El profeta (tener) autoridad.
6. Dios (bendecir) a Sus hijos.
7. [Yo] (reconocer) la verdad.
8. [Nosotros] (tener) muchas bendiciones.
9. [Yo] (decir) esto en el nombre de Jesucristo. Amén.
10. El Espíritu (venir) cuando necesitamos consuelo.

Possession

D. Companion Activity

Have your companion ask you the following questions and respond in complete sentences using the correct *yo* form**.**

1. ¿Ve a su compañero cada día?
2. ¿Hace la voluntad del Señor?
3. ¿Qué dice para fijar una cita?
4. ¿En quién pone su fe?
5. ¿Cuándo sale para ir a la iglesia?
6. ¿Qué hace de ejercicio por la mañana?
7. ¿Cómo sabe que el Libro de Mormón es verdadero?
8. ¿Conoce al presidente de la misión?
9. ¿Ofrece oraciones todos los días?
10. ¿Crece en la misión?

E. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ¿Cómo ***esta**?
   How are you?
2. No ***conozo** al élder Rodríguez.
   I don't know Elder Rodriguez.
3. ***Habemos** recibido muchas bendiciones.
   We have received many blessings.
4. ***Sabo** que la Iglesia es verdadera.
   I know that the Church is true.
5. **¿*Tene** una familia?
   Do you have a family?
6. Dios nos ***bendiga** cuando obedecemos.
   God blesses us when we obey.

F. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Tienemos muchas bendiciones.
2. Estan en la capilla.
3. No oyo al discursante.
4. Tengo la oportunidad de ser misionero.
5. Los profetas dicen lo que debemos hacer.
6. Sé que lo que dicimos es verdad.
7. Los investigadores oien nuestras palabras.
8. Venzco la tentación.
9. La gente reconoce la verdad.
10. Ella siempre vene a la iglesia.
11. ¿Tenen tiempo ahora para leer?
12. Crezo mucho cuando soy obediente.
13. ¿Ofrezco yo la oración?
14. Cuando ejerzo la fe, recibo bendiciones.

G. Scripture Activities

1. Read DyC 82:10. There are six irregular present tense verbs in this verse. Write down the irregular verbs on a separate sheet of paper. Check your answers. Then, with your companion, practice applying the scripture to different people. First apply it to yourself, then to your companion, then to your investigators, then to us as God's children. Focus on using irregular verbs correctly. Memorize this verse so you can use it effectively in your teaching.
2. Read Éter 12:27 and Alma 32:18. Both of these verses are about faith. Write down the irregular present verbs that each verse uses and check your answers. Think of an investigator whom you can teach about faith. Have your companion play the part of that investigator and teach him or her about faith using these two verses.

H. Audio Activity

Listen to the clip "Testificar." Write down all of the irregular present tense verbs that you hear. Check your answers. Then listen again and think of how you could incorporate some of the phrases the missionary in the clip says into what you say when you testify. Set a goal to use your phrases today.

I. Language Study Plan Activities

1. "Memorize vocabulary and phrases," bullet 7. Memorize five phrases in the TALL VP book from a topic that you will be teaching this week. Try to find phrases that use irregular present tense verbs.
2. "Actively listen," bullet 1. Listen for irregular verbs from native speakers. Try to imitate how they use irregular verbs, especially if they say them and use them in a way different from how you would. You will note that irregular verbs are also among the most frequently used verbs in Spanish.
3. "Learn grammar," bullet 2. Write as many sentences that use irregular forms as you can that you can use in your teaching or throughout the day.
4. "Ask others to help you," bullet 5. Have your companion or members quiz you on verb conjugations from this lesson.

I. Online Assessment

To further review this principle, complete the online assessment associated with it.

Review: Possession and Ownership

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking about and expressing possession or ownership

- Possessives
- Present: Irregular (*tener*)

Activities (see answers on p. 241)

A. Error Correction

There are 7 errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers. Then have a native speaker listen to you read the corrected paragraph out loud and coach you on your pronunciation.

Dios es nuestros Padre Celestial. Él tene un plan para todos nosotros. Dios plan nos permite volver a vivir en Su presencia si seguimos Su mandamientos. Aunque tienemos pruebas en nuestros vida, esta experiencia en la tierra es una bendición. Dios quiere comunicarse con nosotros para ayudarnos a superar estas pruebas. Podemos recibir respuestas a nuestro oraciones si tenemos fe en Él.

B. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. Estoy agradecido por nuestros profeta.
2. Nuestros vida es una gran bendición.
3. Dios me ha ayudado a lograr mi metas.
4. Tienemos un mensaje sobre profetas.
5. No teno ninguna duda de eso.
6. Dios escuchará su oraciones.
7. Estas bendiciones pueden ser sus.
8. Suyas decisiones son importantes.
9. ¿Invitarán a su amigos a la próxima lección?
10. Dios plan se llama el plan de salvación.
11. Dios tene muchas bendiciones para usted.
12. Quiero obedecer Dios mandamientos.
13. ¿Quiere escuchar nosotros mensaje?
14. Debemos aprovechar nuestro oportunidades.
15. ¿Qué casa es suyos?
16. Estas bendiciones son mis.
17. Tenemos profetas en nuestras días.
18. Ellos escritos están en el Libro de Mormón.
19. Todos tienemos la oportunidad de arrepentirnos.
20. ¿Qué quiere usted en tu vida?

C. Translation

On a separate sheet of paper, translate the words in parentheses into Spanish. Check your answers. Say each of the sentences out loud and get feedback from a native speaker on your pronunciation.

1. Debemos poner (*our*) fe en Dios.
2. (*I have*) un testimonio de estas cosas.
3. ¿Cuáles son (*your – formal*) nombres?
4. Mis padres (*have*) mucha fe en el Señor.
5. Sé que lo que (*my*) compañero/a dijo es verdad.
6. ¿Cómo han sentido el amor de Dios en (*your*) vida?
7. Dios es (*our*) amoroso Padre Celestial.
8. Dios ama a todos (*his*) hijos.
9. Es importante obedecer (*God's commandments*).
10. Éste es (*my*) testimonio.
11. Los profetas son hombres que (*have*) autoridad.
12. (*Our*) decisiones tienen consecuencias.
13. Esta bendición puede ser (*yours – sing. formal*).
14. El dinero para los diezmos no es (*ours*).
15. El gusto es (*mine*).
16. (*My*) Escritura preferida es 1 Nefi 3:7.
17. Jesús dijo: "Orad al padre en (*your – pl. informal*) familias".
18. Dios (*has*) un plan para ustedes.

D. Companion Activity

Practice door or street contacts with your companion or a native speaker. Focus on using *tener* and possessives correctly in your contacts as you talk about what you have to share with them and how it can bless their lives. (for example, ***Tenemos*** *un mensaje para usted y* ***su*** *familia sobre* ***el plan de nuestro*** *Padre Celestial*).



E. Audio Activity

Listen to the clip "3.4 El bautismo, nuestro primer convenio." Write down all the phrases that include possessives (including possession with de). You may need to listen more than once. Check your answers. Think of an investigator whom you will soon teach about baptism and practice teaching this principle with your companion, talking about our part of the covenant and God's part. Afterward, have your companion evaluate how well you used possessives.

F. Scripture Activities

1. Read Alma 43:9. How could you apply this scripture to one of your investigators? Create a lesson plan that incorporates this scripture. Talk about the things the Nephites had in their lives that they wanted to fight for. Describe the things you have that you are willing to fight for and then use possessives to personalize the scripture to your investigator. Then practice your lesson plan to your companion and get feedback on how well you incorporated the scripture and how well you used possessives.
2. Read 3 Ne. 5:20 and write down the sentences that use *tener* and those that use possessives. Then change the scripture from the first person singular form (*yo*) to the first person plural form (*nosotros*). Check your answers. Use this scripture to teach your companion about showing gratitude to the Lord for **our** blessings. Get feedback on how well you used possessives and *tener*.

G. Writing Activity

Write a paragraph about the things you have that you are grateful for. Make sure you use possessives and *tener* correctly. Have your companion or a native speaker check your paragraph. Then practice teaching the principle "Dios es nuestro amoroso Padre Celestial" to your companion, incorporating what you wrote in your paragraph. Get feedback on how well you used possessives and *tener*.

H. Reading Activity

Read the principle "Santificar el día de reposo" with your companion. After each paragraph, summarize what you read, focusing on using possession and *tener* in some of the same ways that the principle uses them. Get feedback on your summaries and how well you used each of these grammar principles. Talk about what the most important parts would be to share with one of your investigators.

Asking about and

Describing Objects, People, and Their Characteristics

Purpose

This function will help you talk about what something is like; for example, talking about what God is like and what His characteristics are. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- There are **three** kingdom**s** of glory. (Gender and Number)
- Christ has **a** central role in **the** plan of salvation. (Articles)
- Families can be **eternal**. (Adjectives and Agreement)
- **This** life is the time to prepare to meet God. (Demonstratives)
- The scriptures **that we have marked** will teach you more about faith. (Relatives)
- My testimony of the gospel has been a **huge** blessing in my life. (Suffixes)
- We hope to find a family **who is ready for the gospel**. (Present Subjunctive: Adjective)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- God Is Our Loving Father in Heaven (What are God's characteristics? What is He like?)
- The Great Apostasy (What was it like during the apostasy? What kinds of things were taught?)
- The Restoration of the Gospel (Describe Joseph Smith. What was it like where he lived?)
- The Book of Mormon (How would I describe the Book of Mormon and bear testimony about it?)
- Pray to Know the Truth (What does the Spirit feel like?)
- Our Life on Earth (How would I describe this life?)
- Spirit World (What is the spirit world like?)
- Kingdoms of Glory (What are the three kingdoms like?)
- Word of Wisdom (What are things we should avoid taking into our bodies?)

Tasks from Missionary Vocabulary and Phrase Book

- Get to Know Someone (What kind of person are they? What is their family like?)
- Make a Purchase (How would I describe what I want to buy?)
- Meet Someone (What do I want them to know about who we are? Can I describe them to someone else?)

Gender and Number

Examples from *Vocabulary and Phrases*

On the Sabbath **day**, we rest from our **labors**.	En el **día** de reposo descansamos de nuestras **labores**.
Will you pray to God about our **messaje**?	¿Orará a Dios en cuanto a nuestro **mensaje**?
God reveals **truth** to **apostles** and **prophets**.	Dios les revela la **verdad** a los **apóstoles** y **profetas**.
Tell me about your **experience** with **prayer**.	Cuénteme de su **experiencia** con la **oración**.

Explanation

12a In Spanish, every noun (person, place or thing) is considered masculine or feminine; even an object such as a **chair** has gender. Here are some guidelines to help you recognize when a noun is masculine or feminine. (Keep in mind that these are only guidelines. There are many exceptions that are used very frequently and that must be memorized when each new noun is learned.) The percentage column tells what percentage of nouns with the given ending are the given gender.

Endings (loners)	Masculine Nouns:	%	Endings	Feminine Nouns:	%
-l	el pape**l**: *paper* Escribo en **el** pape**l**. *I write on the paper.*	97	**-a**	la famili**a**: *family* **La** famili**a** es parte del plan de Dios. *The family is part of God´s plan.*	99
-o	el Evangeli**o**: *gospel* Estamos agradecidos por **el** Evangeli**o**. *We are grateful for the Gospel.*	99	**-d**	la autorida**d**: *authority* **La** autorida**d** es esencial. *Authority is essential.*	97
-n	el pla**n**: *plan* Enseñamos **el** pla**n** de salvación. *We teach the plan of salvation.*	96	**-ción**	la Expia**ción**: *Atonement* Enseñamos acerca de **la** Expia**ción**. *We teach about the Atonement.*	100
-e	el mensaj**e**: *message* Los misioneros comparten **el** mensaj**e**. *The missionaries share the message.*	89	**-sión**	la mi**sión**: *misión* Aprendo mucho en **la** mi**sión**. *I learn a lot in the mission.*	100
-r	el amo**r**: *love* Siento **el** amo**r** de Dios. *I feel God´s love.*	99	**-umbre**	la mansed**umbre**: *meekness* Un fruto del Espíritu es **la** mansed**umbre**. *One fruit of the Spirit is meekness.*	96
-s	el me**s**: *month* Cada me**s** ayunamos y oramos. *Every month we fast and pray.*	93	**-sis** **-itis**	la diagno**sis**: *diagnosis* la bronqu**itis**: *bronchitis* **La** diagno**sis** es que tengo bronquitis. *The diagnosis is that I have bronchitis.*	99

12b **Exceptions**: There are many exceptions, and these exceptions are among the most used words. Some notable feminine exceptions include: *la mano* (**hand**), *la radio* (**radio**), and *la labor* (**labor**). Some notable masculine exceptions include: *el día* (**day**), *el profeta* (**prophet**), and *el mapa* (**map**).

One large group of exceptions are nouns ending in –*ma*. Many, but not all, of these words are masculine. Whenever you learn a new noun, pay attention to its gender because you cannot always tell by the ending.

12c

Masculine Words Ending in *-ma*	
el te**ma: ***subject*	el cli**ma**: *weather/climate*
el proble**ma: ***problem*	el progra**ma**: *program*
el siste**ma: ***system*	el idio**ma**: *language*

Feminine Words Ending in *-ma*	
la alar**ma**: *alarm*	la for**ma**: *form, way*
la fir**ma**: *signature*	la ra**ma**: *branch*

Nouns that refer to males are masculine and those that refer to females are feminine.

12d

Masculine	Feminine
el hombre: *man*	la mujer: *woman*
el padre: *father*	la madre: *mother*
el enfermero: *male nurse*	la enfermera: *female nurse*
el escritor: *male writer*	la escritora: *the female writer*

Some nouns, such as those that end in *–ista*, have the same form for both the masculine and the feminine. The article or the context indentifies the gender of the noun.

12e

Masculine		Feminine
el artista: *male artist*	→	la artista: *female artist*
el cantante: *male singer*	→	la cantante: *female singer*
el estudiante: *male student*	→	la estudiante: *female student*
el pianista: *male pianist*	→	la pianista: *female pianist*
el guía: (male) *guide*	→	la guía: (female) *guide*
el modelo: (male) *model*	→	la modelo: (female) *model*
el policía: *policeman*	→	la policía: *policewoman*

Describing

Nouns that refer to days of the week, months of the year, and natural landmark (i.e. **oceans**, **rivers**, and **mountains**) are all masculine. However, the word *sierra* (**mountain range**) is feminine (e.g. *la sierra Nevada*).

12f

el domingo: *Sunday*
el cálido agosto: *the warm August*
el Pacífico: *the Pacific*
el Amazonas: *the Amazon river*
los Andes: *the Andes*

Some nouns have both a masculine and a feminine form. The gender is determined by the meaning of the word.

12g

Masculine		Feminine
el capital: *capital* (money)	→	la capital: *capital* (city)
el corte: *cut*	→	la corte: *court*
el cura: *priest*	→	la cura: *cure*
el frente: *front* (of something)	→	la frente: *forehead*
el orden: *order* (arrangement)	→	la orden: *order* (command)
el papa: *pope*	→	la papa: *potato*
el parte: *report*	→	la parte: *part*

Number: Singular and Plural

12h

Here are some guidelines to help you recognize when a noun is singular (e.g. chair) or plural (e.g. chair**s**).
To make a noun plural:
- If the noun ends in a vowel, add *–s*
- If the noun ends in a consonant, add *–es*
- If the noun ends in an unstressed *–es* or *–is*, then it has identical singular and plural forms.

Examples:

el libr**o**	+	s	→	los libros: *books*
el ánge**l**	+	es	→	los ángeles: *angels*
el lun**es**			→	los lunes: *Mondays*

12i

Describing

Spelling Changes

Nouns that end in *–z* change the *–z* to *–c* in the plural.

la vo**z**	→	las vo**c**es
la raí**z**	→	las raí**c**es

Nouns that end in an accented vowel followed by *–n* or *–s* lose their accent mark in the plural.

la misión	→	las misiones
el interés	→	los intereses

Activities (see answers on p. 241)

A. Masculine/Feminine
On a separate sheet of paper, write each noun with its corresponding article (*el* for masculine, *la* for feminine). Check your answers.

1. profeta
2. día
3. mano
4. paz
5. problema
6. alarma
7. imposición
8. programa
9. persona
10. autoridad
11. amor
12. labor
13. personaje
14. servicio
15. testimonio
16. hombre
17. luz
18. palabra
19. pasaje
20. enseñanza
21. responsabilidad
22. noche
23. siervo
24. espíritu
25. diligencia
26. virtud
27. conocimiento
28. respuesta
29. promesa
30. fe
31. albedrío
32. creación

B. Making Plural Nouns
On a separate sheet of paper, make each noun plural. Check your answers. Pay attention to accents.

1. iglesia
2. joven
3. viernes
4. luz
5. mensajero
6. espíritu
7. creación
8. enfermedad
9. don
10. investigador
11. apóstol
12. dispensación
13. obispo
14. pesar
15. bendición
16. convenio

C. Common Errors
Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Sé que José Smith fue ***una** profeta.
   I know that Joseph Smith was a prophet.
2. Hoy fue ***una** día maravillosa.
   Today was a wonderful day.
3. Dios comprende ***nuestras** problemas.
   God understands our problems.
4. Podemos ver ***el** mano de Dios en nuestras vidas.
   We can see God's hand in our lives.
5. Vamos a hablar de ***una** tema importante.
   We're going to talk about an important subject.
6. ***Nuestro** labor es traer almas a Cristo.
   Our work is to bring souls unto Christ.
7. La muerte es ***un** parte esencial del plan.
   Death is an essential part of the plan.
8. José Smith vio ***un** luz.
   Joseph Smith saw a light.
9. Podemos sentir ***el** paz del Evangelio.
   We can feel the peace of the góspel.
10. El obispo es ***un** persona maravillosa.
    The bishop is a wonderful person.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key.

1. Debemos seguir a las profetas.
2. Tenemos una reunión a las 7:00.
3. El domingo descansamos de nuestros labores.
4. El parte más importante es la obediencia.
5. El luz del Evangelio ilumina nuestro entendimiento.
6. La Iglesia vela por nuestra bienestar.
7. Tenemos una foto del templo en nuestro pared.
8. Los profetas tienen los llaves del sacerdocio.
9. Debemos obedecer los leyes de Dios.
10. A veces tenemos muchas dificultades.
11. Necesitamos tener el ayuda de Dios.
12. Vive en un calle cerca de aquí.
13. Tengo un pregunta.
14. Somos creados en el imagen de Dios.
15. Cuando tengo un problema, sé que puedo orar por ayuda.
16. Los autoridades generales hablan en la Conferencia General.

E. Error Correction

The following paragraph contains 10 errors dealing with gender and number agreement. Find the errors and write down their corrections on a separate sheet of paper.

Debemos seguir a la profeta. Él tiene los llaves del sacerdocio y puede recibir el revelación que Dios quiere dar a Sus hijos. Cuando seguimos los palabras de los profetas, recibimos los bendiciones que Dios promete. La obediencia es un parte importante de la plan de Dios. Cuando yo obedezco los mandamientos que los profetas enseñan, siento la amor de Dios y soy más feliz. Ustedes también pueden tener estos bendiciones si están dispuestos a seguir al profeta. Al hacerlo, demostrarán el fe que tienen en Dios.



F. Companion Activity

Pick a topic you will teach today and have your companion turn to that page in the Vocabulary and Phrases section of the TALL book. Have your companion pick nouns at random from that topic and say them to you. Tell him or her whether the noun is masculine or feminine. Then give him or her the plural form of the word.

G. Scripture Activity

Find three scriptures that you will share today in your English scriptures. Write down all of the nouns from the English scriptures. Then translate the nouns into Spanish and write whether they are masculine or feminine. Check your answers using your Spanish scriptures.

H. Audio Activity

On a separate sheet of paper, make two columns, one for feminine nouns and one for masculine nouns. Listen to the clip “2.4 Nuestra vida en la tierra.” As you listen, write down all the nouns you hear in the appropriate column. Check your answers.

I. Language Study Plan Activities

1. “Actively Listen,” bullet 2. Make a goal to write down 10 nouns per day whose gender you are unsure of during your daily activities. Each night, look up the gender of those nouns and memorize them. Set a goal that whenever you learn a new noun, you will also learn its gender.
2. “Ask Others to Help You,” bullet 2. Have your companion help you identify times when you make mistakes dealing with gender and number (i.e. during prayers, contacting situations, teaching appointments, etc). Work on correcting these mistakes by saying the nouns you commonly get wrong in 5 different sentences each. Have your companion remind you when you miss one today.

I. Online Assessment

To further review this principle, complete the online assessment associated with it.

Articles

Examples from *Vocabulary and Phrases*

The parable in Mark tells about **a** father and his son.	**La** parábola de Marcos cuenta de **un** padre y su hijo.
Is Sister Brown available?	¿Se encuentra **la** hermana Brown?
Prayer allows us to gain **a** testimony **of the** gospel.	La oración nos permite obtener **un** testimonio **del** Evangelio.
The Holy Ghost helps us do **what is right.**	**El** Espíritu Santo nos ayuda a hacer **lo correcto**.

Explanation

Definite Articles

Nouns are often preceded by articles. **The** and **a(n)** are examples of definite and indefinite articles respectively.

In English, the definite article **the** indicates a specific person, place, thing, or idea. For example, **the book** refers to a specific book, not just any book.

Describing

In Spanish, the definite article agrees in gender (masculine, feminine) and number (singular, plural) with the noun that follows it.

13a

Definite Articles

	Singular	Plural
Masculine	**el**	**los**
Feminine	**la**	**las**

The *el* form is used with singular feminine nouns that begin with a stressed *a-* or *ha-* when immediately preceding the noun. Otherwise, the *la* form is used. The plural of these nouns always takes *las* form. For example, *el agua* / *las aguas*, *el área* / *las áreas*, *el habla* / *las hablas*, *el hambre* / *las hambres*, etc.

Uses of the Definite Articles

While English and Spanish are similar in using the definite article, there are some important differences. For example, the definite article is used in Spanish, but not in English:

13b	When referring to nouns as a whole to convey a general or abstract sense.	**La** oración es importante. *Prayer is important.*	**La** revelación nos guía. *Revelation guides us.*
		La fe es esencial. *Faith is essential.*	**El** bautismo es un mandamiento. *Baptism is a commandment.*
13c	With titles (*élder*, *hermana*, *presidente*, etc.) when talking about that person. It is not used when talking to that person.	Mi compañero es **el** élder Rodríguez. *My companion is Elder Rodriguez.*	Soy **el** élder Sánchez. *I am Elder Sanchez.*
		Hola, élder Rodríguez. *Hello, Elder Rodriguez. (no article used)*	Me llamo élder Sánchez. *My name is Elder Sánchez. (no article used)*
13d	When referring to every member of a class.	**Los** hijos son especiales. *Children are special.*	**Las** madres aman a sus hijos. *Mothers love their children.*
		Las familias reciben bendiciones. *Families receive blessings.*	**Los** profetas enseñan la verdad. *Prophets teach the truth.*

Additional uses of definite articles are covered in other grammar lessons where appropriate and in textbooks.

Del and *Al*

When the article *el* comes immediately after the words *de* or *a*, a contraction is formed.

13e	Examples:	Es una bendición **de + el** Evangelio.	Nosotros vamos **a + el** centro de estaca.
		Es una bendición **del** Evangelio. *It´s a blessing of the Gospel.*	Nosotros vamos **al** centro de estaca. *We´re going to the stake center.*

Indefinite Articles

A and **an** are indefinite articles. Indefinite articles indicate that the specific noun is not known to the listener or reader. For example, **a book** does not refer to a specific book; any book will do. Once the noun has been introduced, the definite article is used.

13f

In Spanish, the indefinite article agrees in gender (masculine, feminine) and number (singular, plural) with the noun that follows it.

Indefinite Articles

	Singular	Plural
Masculine	**un**	**unos**
Feminine	**una**	**unas**

Omission of the Indefinite Article

The indefinite article is not usually used in Spanish in some places where it is used in English. Some of these situations include talking about someone's profession, religion, nationality, or political affiliation, unless the noun is modified to show special characteristics of the person.

13g

Examples:			
	Soy misionero. *I'm a missionary.*	→	Soy **un** misionero **trabajador**. *I am a hardworking missionary. (modified)*
	Mi papá es dentista. *My dad is a dentist.*	→	Mi papá es **un** dentista **dedicado**. *My dad is a dedicated dentist. (modified)*

The *un* form is used with singular feminine nouns that begin with a stressed ***a-*** or *ha-* when immediately preceding the noun. Otherwise, the *una* form is used. The plural of these nouns always takes *unas* form. For example, *un agua/unas aguas*, *un área/unas áreas*, *un habla/unas hablas*, *un hambre/unas hambres*, etc.

The Article *Lo*

Lo takes an adjective and turns it into a noun. It is usually translated as **the ______ thing**. Here are some examples:

13h

Adjective		Noun	
importante *important*	→	**lo** importante *the important thing*	***Lo*** *importante es tener fe.* *The important thing is to have faith.*
justo *right/just*	→	**lo** justo *the right thing*	*Debemos hacer* **lo** *justo.* *We should do what is right.*
mejor *better/best*	→	**lo** mejor *the best thing*	**Lo** mejor es orar. *The best thing is to pray.*

The Article with the Infinitive

The infinitive also can act as a noun, and when doing so, may use the definite article. When doing so, the infinitive always takes the masculine singular *el*. In the sentence below, *orar* is acting as the subject.

13i

Examples:

(El) orar diariamente es esencial.
Praying daily is essential.

(El) estudiar me ayuda mucho.
Studying helps me a lot.

Activities (see answers on p. 242)

A. Articles
On a separate sheet of paper write the appropriate form of the word **the** for each of the following nouns.

1. oración
2. principios
3. ciudades
4. agenda
5. apóstoles
6. mundo
7. Escrituras
8. libro
9. autoridad
10. edificio
11. lección
12. iglesias

B. Articles
On a separate sheet of paper write the appropriate form of the word **a** or **some** for each of the following nouns.

1. oraciones
2. mensajero
3. restauración
4. capillas
5. investigadores
6. misionera
7. mujer
8. casa
9. pecados
10. maestro
11. días
12. actividad

C. Dialogue

Complete the following dialogue by writing the missing article on a separate sheet of paper. A translation of the paragraph is provided.

Dios revela 1.___(*the*) Evangelio en cada dispensación. 2.___(*A*) dispensación 3.___(*of the*) Evangelio es 4.____(*a*) período cuando no hay profetas. 5.___(*The*) profetas enseñan 6.___(*the*) verdad. 7.___(*The*) verdades de Dios nunca cambian. Cuando 8.___(*the*) gente rechaza a 9.___(*the*) profetas empieza 10.___(*an*) apostasía. 11.___(*The*) apostasía siempre termina con 12.___(*a*) restauración.

God reveals the gospel in each dispensation. A dispensation of the gospel is a period when there aren't prophets. The prophets teach the truth. The truths of God never change. When the people reject the prophets, an apostasy starts. The apostasy always ends with a restoration.

D. Dialogue

Read the following dialogue. Decide whether each blank needs an article or not. Check your answers.

Elder Morales: Buenos días, 1.___ presidente Donaldson. ¿Cómo está 2. ___ hermana Donaldson?
Good morning, President Donaldson. How is Sister Donaldson?

Presidente Donaldson: Está muy bien, 3. ___ élder Morales. ¿Cómo está 4. ___ élder Sánchez?
She's very well, Elder Morales. How is Elder Sánchez ?

Elder Morales: Muy bien. Es 5. ___ misionero excelente. Su padre es 6. ___ obispo y le enseñó a ser responsable.
Very well. He's a great missionary. His father is a bishop and taught him to be responsible.

Presidente Donaldson: Yo era 7. ___ obispo también, pero era 8. ___ obispo muy joven.
I was a bishop too, but I was a very young bishop.

Elder Morales: Debe ser difícil ser 9. ___ obispo. Creo que quiero ser 10. ___ miembro normal.
It must be hard to be a bishiop. I think I want to be a normal member.

Presidente Donaldson: 11. ___ Élder, no importa el llamamiento que tenga. Sólo necesita ser 12. ___ siervo fiel del Señor.
Elder, it doesn't matter what calling you have. You just need to be a faithful servant of the Lord.

E. Translation

Translate the following phrases and sentences. Check your answers.

1. The good thing
2. The gift of the Holy Ghost
3. Reading the scriptures is fun.
4. The hard thing
5. You (sing. formal) are a good person.
6. Baptism is essential.
7. The funny thing
8. My friend is also a missionary.
9. Families are eternal.
10. The interesting thing
11. We are going to the apartment.
12. President Monson receives revelation.

F. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Vamos a ***iglesia** el domingo.
We're going to church on Sunday.
2. ***Hermano** García el muy servicial.
Brother Garcia is very helpful.
3. ***Miembros** son buenos para ayudarnos a enseñar.
Members are great to help us teach.
4. ***Fe** es necesaria.
Faith is necessary.
5. El Libro de Mormón es ***un** otro testamento.
The Book of Mormon is another testament.
6. El obispo es ***un** dentista.
The bishop is a dentist.
7. ***Padres** aman a sus hijos.
Parents love their children.
8. Está en ***página** 16.
It's on page 16.

Do Something More

For any questions that you miss in activities F and G, write 5 additional sentences which you could use during the day today that correctly use the principle you missed.

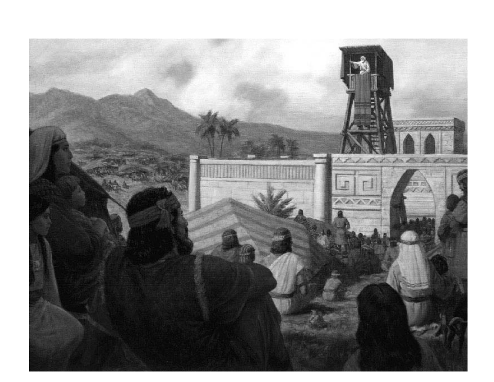
G. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. La cosa difícil es que no hablo español muy bien.
2. Apóstoles viajan mucho.
3. El verdad nunca cambia.
4. ¿Cómo está usted, hermana Sánchez?
5. Bautismo es una ordenanza sagrada.
6. Es la responsabilidad de el profeta.
7. El versículo está en página 355.
8. Misioneros son llamados por Dios.
9. Mi amigo es misionero también.
10. Mi compañero es un misionero excelente.
11. ¿Su amigo es un miembro?
12. Un otro principio importante es el diezmo.

H. Scripture Activity

Read Mos. 4. Think of an investigator who could benefit from King Benjamin's teachings. Write down every article that you see in the chapter. Write down what you would say to that investigator to teach him or her what King Benjamin taught. Have your companion or a native check what you wrote for correct use of articles. Practice teaching King Benjamin's words to your companion as if he or she were the investigator.



I. Language Study Plan Activities

1. "Actively listen," bullets 1 and 3. Throughout the day, listen to how others are using articles when they speak. Imitate in your mind the phrases you hear that use articles. Write down at least five phrases that use articles in a way that you normally wouldn't. Ask your companion at the end of the day if you heard them correctly.
2. "Learn grammar;" bullet 2. Write down sentences using articles that you can use during your scheduled activities. Have your companion check your sentences and practice using them.

J. Online Assessment

To further review this principle, complete the online assessment associated with it.

Adjectives and Agreement

Examples from *Vocabulary and Phrases*

Our **physical** bodies are **imperfect**.	Nuestro cuerpo **físico** es **imperfecto**.
Next week, we will discuss **eternal** families.	La **próxima** semana hablaremos de las familias **eternas**.
The **Great** Apostasy led to **spiritual** darkness.	La **Gran** Apostasía condujo a la oscuridad **espiritual**.
Enduring to the end includes doing **good** works.	Perseverar hasta el fin incluye hacer **buenas** obras.

Explanation

An **adjective** describes a person, place, or thing.

Examples:	The **true** church (***la*** *Iglesi**a** verdader**a***)	Elder Smith is **tall**. (***El*** *élder Smith es alt**o***.)
	The **restored** gospel (***el*** *Evangeli**o** restaurad**o***)	Families are **eternal**. (***Las*** *famili**as** son etern**as***.)

Agreement of Adjectives

14a

Adjectives must agree in both gender (masculine or feminine) and number (singular or plural) with the noun (i.e., person, place, thing, or idea) that they describe.

el Evangeli**o** verdader**o** *the true Gospel*	**Él** es generos**o.** *He is generous.*	**las** págin**as** perdid**as** *the lost pages*
los conveni**os** sagrad**os** *the sacred covenants*	**la** Iglesi**a** verdader**a** *the restored Church*	**Ella** es honrad**a.** *She is honest.*

Most adjectives in Spanish end in ***-o***, which is their masculine singular form. To change adjectives from masculine to feminine:

Words ending in *–o***:** replace the *-o* with *-a*	etern**o** → etern**a** la vid**a** etern**a** *eternal life*	
Words ending in *-án*, *-ín*, *-ón*, or *–dor***:** add the vowel *-a* to the ending	trabaja**dor** → trabaja**dora** Ella es un**a** misioner*a* trabajador**a**. *She is a hard-working missionary.*	
Words ending in *–e*, or *–al***:** these work for both masculine and feminine	grand**e** → grand**e** un**a** cas**a** grand**e** *a big house*	mision**al** → mision**al** **el** servici**o** mision**al** *missionary service*

Adjectives ending in a vowel are made plural by adding *-s* to their ending; Adjectives ending in a consonant are made plural by adding *-es* (e.g., *confundid**o*** **+ *s***, *trabajado**r*** **+ *es***).

Position of Adjectives

14b

In Spanish, the adjective is usually placed after the noun that it describes. In this position, the adjective distinguishes the noun from others of the same type by restricting, clarifying, or specifying the meaning of the noun.

un profeta **verdadero** *a true prophet* *[distinguished from false prophets]*	la Iglesia **restaurada** *the restored Church* *[distinguished from other churches]*
nuestro Padre **Celestial** *our Heavenly Father* *[distinguished from our earthly father]*	los principios **esenciales** *the essential principles* *[distinguished from other principles]*

14c If the adjective is placed before the noun, it does not distinguish it from other nouns of its type but instead highlights an inherent characteristic of the noun. Adjectives such as *bueno* (**good**), *malo* (**bad**), *mejor* (**best**), and *peor* (**worst**) usually go in front of the noun.

Tengo **buenos** padres. *I have good parents.*	Cristo es el **mejor** ejemplo de obediencia. *Christ is the best example of obedience.*
la **Santa** Biblia *the Holy Bible*	Dios es nuestro **amoroso** Padre Celestial. *God is our loving Heavenly Father.*

14d The adjectives *bueno*, *malo*, *primero*, *tercero*, *uno*, *alguno*, and *ninguno* lose the final *-o* before a masculine singular noun (e.g., ***primer*** *libro*). *Alguno* and *ninguno* add an accent mark when shortened: *algún*, *ningún* (e.g., ***algún*** *libro*).

Mi padre es un **buen** ejemplo para mí. *My father is a good example for me.*	Al **tercer** día, Cristo resucitó. *On the third day, Christ was resurrected.*

14e Some adjectives change their meaning depending on their position. When these adjectives go before the noun, they often have a figurative or abstract meaning. When they go after the noun, they often have a concrete or objective meaning. The following shows several adjectives whose meaning changes depending on whether they precede or follow the noun they describe.

	Before the Noun	*After the Noun*
antiguo	former	ancient
cierto	some	sure
medio	half	middle
mismo	same	the thing itself
nuevo	another, different	brand new
pobre	pitiful	destitute
viejo	former, of old standing	old-aged

The adjectives *grande* and *cualquiera* shorten to *gran* and *cualquier* before any singular noun (e.g., ***gran*** *persona*, ***cualquier*** *casa*)

Describing

Activities (see answers on pp. 242–243)

A. Find the Adjective

Each sentence has one adjective. Write the adjective in both Spanish and English on a separate sheet of paper.

1. Me encanta escuchar la Conferencia General.
   I love listening to General Conference.
2. He aprendido muchas cosas como misionero.
   I've learned many things as a missionary.
3. Enseñamos sobre el ministerio terrenal del Salvador.
   We teach about the Savior's earthly ministry.
4. Esta historia es muy significativa para mí.
   This story is very meaningful for me.
5. Este libro es muy poderoso.
   This book is very powerful.
6. Me siento feliz cuando obedezco.
   I am happy when I obey.
7. Tengo un testimonio fuerte.
   I have a strong testimony.
8. Éste es un capítulo corto.
   This is a short chapter.
9. Ésa es una buena pregunta.
   That's a good question.
10. La revelación es la comunicación directa con Dios.
    Revelation is direct communication with God.

B. Fill in the Blank

On a separate sheet of paper, write the adjective for each sentence in its correct form so that it agrees with the noun it describes. Check your answers after you finish. You may also do this activity out loud with your companion.

1. Tengo _____ padres. (bueno)
2. Debemos estudiar los libros _____ de la Iglesia. (canónico)
3. Mi familia es muy _____. (amoroso)
4. Necesitamos tener _____ paciencia en esta vida. (mucho)
5. Estoy agradecido por la _____ Expiación de Jesucristo. (maravilloso)
6. Me gusta escuchar las palabras _____ de los profetas. (inspirado)
7. Nuestro obispo es una persona _____. (honrado)
8. Tengo un _____ deseo de compartir el Evangelio. (fuerte)
9. Todos tenemos un cuerpo _____. (imperfecto)
10. La oración _____ es importante. (sincero)
11. Las personas _____ reciben muchas bendiciones. (obediente)
12. A veces somos _____. (débil)

C. Fill in the Blank

Write the correct adjective for each sentence on a separate sheet of paper or do the activity out loud with your companion. Make sure that it agrees with the noun it describes. Check your answers after you finish. You may also do this activity out loud with your companion. Some adjectives may be used more than once.

1. Sé que el Libro de Mormón es ____.
2. Dios escoge a hombres ____ para ser profetas.
3. Hacemos convenios por medio de ordenanzas ____.
4. Este pasaje de las Escrituras es mi ____.
5. Debemos tomar decisiones ____.
6. Las Escrituras son libros ____.
7. A veces la vida es ____.
8. Los sentimientos del Espíritu muchas veces son ____.

correcto
difícil
justo
preferido
sagrado
suave
verdadero

D. Fill in the Blank

Decide whether the adjective should go before or after the noun in each sentence and write the noun and adjective on a separate sheet of paper. Change the adjective if necessary to agree with the noun. Check your answers after you finish.

Example: Dios tiene un ____ amor ____ por usted. (grande)
Answer: gran amor

1. Leemos de Jesucristo en las____ Escrituras ____. (sagradas)
2. Vivimos en la ____ dispensación ____. (final)
3. Jesucristo venció la ____ muerte ____. (física)
4. Mis ____ padres ____ me enseñaron el Evangelio desde pequeño. (maravillosos)
5. Mi ____ compañero ____ era de California. (antiguo)
6. Antes de esta vida vivimos como ____ hijos ____. (espirituales)
7. Nuestro ____ obispo ____ siempre está dispuesto a ayudar. (amable)
8. Podemos vivir con Dios en el ____ reino____. (celestial)
9. Mi ____ amigo ____ está sirviendo una misión en Taiwan. (mejor)
10. Una ordenanza es una ____ ceremonia ____. (sagrada)
11. Debemos ser bautizados por una ____ persona____. (autorizada)
12. Quiero tener una ____ familia ____. (eterna)

E. Complete the Passage

The following passage comes from the article "¿Quién es Jesucristo?" by Boyd K. Packer (*Liahona*, March 2008, p. 15). Write each noun/adjective pair on a separate sheet of paper, making sure that the adjective agrees with the nouns and is positioned correctly. Check your answers after you finish. You may also do this activity out loud with your companion.

La expiación de Jesucristo

Antes y después de la Crucifixión, ha habido 1.____ hombres ____ (mucho) que han dado la vida voluntariamente en 2.____ actos ____ (abnegado) de heroísmo, pero ninguno afrontó lo que Cristo tuvo que soportar. Sobre Él cayó la carga de toda 3.____ transgresión ____ (humano), de toda 4.____culpa____ (humano). Y el 5.____futuro ____ (incierto) de toda la humanidad dependía de la Expiación. Por medio de Su 6.____ acto ____ (voluntario), la misericordia se reconcilió con la justicia, se ratificó la 7.____ ley ____ (eterno) y se logró la mediación sin la cual el ser mortal no hubiera podido ser redimido.

Por Su 8.____ voluntad ____ (propio) y en beneficio de toda la humanidad, Él aceptó el castigo por toda la iniquidad y la depravación del 9.____ mundo ____ (entero): por la brutalidad, la inmoralidad, la perversión y la corrupción; por la adicción; por las matanzas, las torturas y el terror; por todo lo malo que se haya hecho o se llegue a hacer en esta tierra. Al hacerlo, se enfrentó al 10.____ poder ____ (terrible) del maligno, que no estaba limitado por la carne ni sujeto al dolor del 11.____ ser ____ (mortal). ¡Eso fue Getsemaní!

Do Something More

Look up an article in the Liahona that is on a topic that you will be teaching today (for example, faith). Identify 5–10 adjectives and noun pairs from the article that are used in teaching this topic. Notice how nouns and adjectives agree one with another. Check with your companion to make sure you understand how to use them and set a goal to use them in your teaching appointment today.

F. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. La Iglesia es *__verdadero__.
   The Church is true.
2. Conocemos a *__otro__ persona.
   We know another person.
3. Estamos muy *__agradecido__.
   We are very grateful.
4. Hay *__mucho__ gente aquí.
   There are a lot of people here.
5. La hermana Ruiz está *__contento__.
   Sister Ruiz is happy.
6. La lección fue muy *__bueno__.
   The lesson was very good.
7. Podemos tener __*feliz__ en esta vida.
   We can have happiness in this life.
8. Conocimos a su esposa *__amable__.
   We met his kind wife.
9. María fue una mujer *__grande__.
   Mary was a great woman.

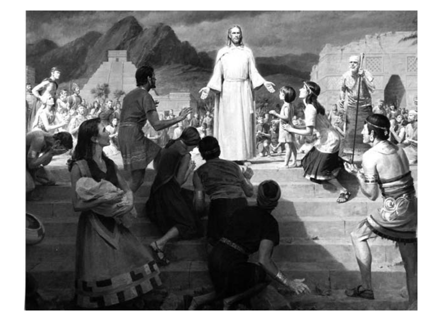
G. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Sé que José Smith fue un profeta verdadera.
2. Las personas obediente reciben muchas bendiciones.
3. Las bendiciones que recibimos cuando obedecemos son maravilloso.
4. Las autoridades generales nos hablan en la Conferencia General.
5. En los templos efectuamos ordenanzas sagradas.
6. Podemos tener felicidad en esta vida y en la vida venidera.
7. Hablamos con el padre famoso de nuestro investigador.
8. El Espíritu Santo nos da sentimientos consoladoras.
9. Me encanta ver los hermosos templos.
10. Las Escrituras son muy importante.
11. Mi compañero es muy sensible al Espíritu.
12. Dios es un Padre muy amoroso.
13. Mi compañero antiguo está en otra zona ahora.
14. Cuando nos bautizamos, llevamos blanca ropa.
15. Buscamos la respuesta en el libro de rojo.
16. Nuestro presidente de misión es una persona muy amorosa.

H. Scripture Activities

1. Read 2 Ne. 4:17 and answer the following questions on a separate sheet of paper or with your companion.
   a. Why do the adjectives “grandes”, “maravillosas”, and “miserable” go in front of the noun in this verse?
   b. How would the meaning change if the adjectives were to go after the noun?
2. Read 3 Ne. 11:3. What adjectives does the verse contain and how are they used to describe the voice the people heard? Using adjectives, describe the still, small voice to your companion as if he or she were a new investigator.
3. Read Alma 36:20–21 and note how Alma describes his feelings before and after repenting. Describe to your companion the feelings that people have before and after they have truly repented.



I. Practice Describing

1. Choose 1–3 subjects related to what you will be teaching your investigators, such as “faith”, “repentence”, etc. Think of 5–10 adjectives that describe those subjects and write them down. You may need to use a dictionary to help you. Practice teaching these topics using the adjectives you learned.
2. Think of a figure from the scriptures (for example, Nephi) that you would like to talk about with a specific investigator. Have your companion act as that investigator, and, using adjectives, describe the figure from the scripture in as much detail as possible. Use scriptures to give examples of the characteristics you describe. Relate the character to your investigator and show what it has to do with him or her.

3. Open one of the pamphlets for the lessons and use as many adjectives as you can to describe each picture in the pamphlet to your companion as if he or she were seeing the pictures for the first time as an investigator.
4. Use adjectives to describe one of your investigators to your companion in as much detail as you can. Include in your description the investigator's needs.
5. Choose something you struggle describing (a part of a lesson, an experience you would like to share, etc.). Ask your companion or a native speaker to show you how they might describe it. Pay close attention to what adjectives they use and how they use them. Use what you learned from them to share it yourself.
6. Set a goal to listen during a planned activity to how a native speaker uses adjectives to describe something. Take note of the forms and ways they used these adjectives. After the visit discuss with your companion what you learned and have him or her answer any questions you might have.

J. Language Study Plan Activities

1. "Memorize vocabulary and phrases," bullets 1 and 4. Using the scriptures and Chapter 3 of *Predicad Mi Evangelio*, find 10 adjectives you don't know that you could use in your teaching today and memorize them. Practice using them correctly in teaching situations.
2. "Learn grammar," bullet 4. Read through several scriptures that you will be using during your teaching appointments over the next couple of days. Focus special attention on adjectives and their placement. Find five examples of adjectives that go before the noun and consider why they were placed that way.
3. "Ask others for help," bullet 2; "Improve your ability to read and write," bullet 4. Prepare a list of your own sentences using adjectives that you would like to use when you teach and give it to a native speaker. Ask them to correct any errors and then talk about the errors together.

K. Online Assessment

To further review this principle, complete the online assessment associated with it.

Demonstratives

Examples from *Vocabulary and Phrases*

From **this** passage, what can we learn about faith?	Según **este** pasaje, ¿qué podemos aprender sobre la fe?
We understand how **that** could be difficult.	Entendemos por qué **eso** podría ser difícil.
We already have an appointment at **that** time.	Ya tenemos un compromiso a **esa** hora.
God blesses **those** who pay an honest tithe.	Dios bendice a **aquellos** que pagan un diezmo honesto.

Explanation

Demonstratives are words used to point things out, such as **this** and **that**.

Examples	
Esta historia enseña acerca de la fe. *This story teaches about faith.*	**Esa** respuesta es certera. *That answer is right.*
Esas personas fueron muy fieles. *Those people were very faithful.*	**Ese** capítulo es uno de mis preferidos. *That chapter is one of my favorites.*
Este versículo habla de la obediencia. *This verse talks about faith.*	En **aquel** tiempo, la gente tenía costumbres diferentes. *At that time, people had different customs.*
Esos principios son muy importantes. *Those principles are very important.*	**Aquellas** personas que obedecen reciben bendiciones. *Those people who obey receive blessings.*
Estas palabras son inspiradoras. *These words are inspiring.*	**Aquellos** hombres fueron valientes. *Those men were courageous.*
Estos milagros vienen por la fe. *These miracles come by faith.*	**Aquella** capilla es donde nos reunimos. *That chapel is where we meet.*

Demonstrative Adjectives

Demonstrative adjectives precede the noun they modify, and they must agree in number and gender with the noun they modify.

15a *Este* is the equivalent of **this** and **these**. It is used to refer to persons, animals, objects, places, or events **near the speaker** in space and/or time.

This/These	Singular	Plural	Examples	
Masculine	**este**	**estos**	**Este** libro es otro testamento de Jesucristo. *This book is another testament of Jesus Christ.*	En **estos** días necesitamos mucha guía. *These days we need a lot of guidance.*
Feminine	**esta**	**estas**	En **esta** Iglesia encontramos muchas respuestas. *In this Church we find many answers.*	Sé que **estas** cosas son verdaderas. *I know that these things are true.*

15b *Ese* is the equivalent of **that** and **those**. It is used to refer to persons, animals, objects, places, or events **not too far from the speaker** and **near the person being addressed** in space and/or time.

That/Those	Singular	Plural	Examples	
Masculine	**ese**	**esos**	**Ese** día fue difícil. *That day was difficult.*	**Esos** escritos son sagrados. *Those writings are sacred.*
Feminine	**esa**	**esas**	**Esa** persona es muy inteligente. *That person is very intelligent.*	**Esas** enseñanzas me han ayudado a mí también. *Those writings have helped me, too.*

15c *Aquel* is the equivalent of **that** and **those**, but it is used to refer to persons, animals, objects, places, or events **far away from both the speaker and the person addressed** in space and/or time.

That/Those	Singular	Plural	Examples	
Masculine	**aquel**	**aquellos**	**Aquel** pueblo también tenía profetas. *Those people also had prophets.*	Tuve una buena experiencia **aquella** noche. *I had a good experience that night.*
Feminine	**aquella**	**aquellas**	En **aquellos** días, las personas guardaban la Ley de Moisés. *In those days, people kept the Law of Moses.*	Jesucristo visitó a **aquellas** personas. *Jesus Christ visited those people.*

In practice, *ese* often replaces *aquel* even when the noun being referred to is not near the speaker or the person being spoken to. Saying *Jesucristo visitó a esas personas* would also be correct.

Neutral Demonstratives

15d

Esto, *eso*, and *aquello* are used to refer to non-specific or unidentified objects, abstract ideas or concepts, or actions and situations in a general sense.

Examples	
Esto no está bien. *This is not right.*	**Eso** es muy normal. *That's very normal.*
Aquello fue muy interesante. *That (a long time ago) was very interesting.*	

Demonstrative Pronouns

15e

The demonstrative pronouns are the same as the demonstrative adjectives except they have an accent and they replace the noun they modify.

Examples		
Esta Escritura es mi preferida. *This scripture is my favorite.*	→	**Ésta** es mi preferida. *This (one) is my favorite.*
Este discurso es muy bueno. *This talk is very good*	→	**Éste** es muy bueno. *This (one) is very good.*
Ese versículo es directo. *That verse is direct.*	→	**Ése** es directo. *That (one) is direct.*
Esa canción es hermosa. *That song is beautiful.*	→	**Ésa** es hermosa. *That (one) is beautiful.*
Aquel libro fue traducido. *That book was translated.*	→	**Aquél** fue traducido. *That (one) was translated.*
Aquella montaña queda lejos. *That mountain is far away.*	→	**Aquélla** queda lejos. *That (one) is far away.*

Note: Demonstrative pronouns should be used to refer to objects only, not to people.

Describing

Activities (see answers on p. 243)

A. Identifying Demonstratives

On a separate sheet of paper or aloud with your companion, find the demonstratives both in Spanish and English in each of the following sentences. Be sure to check your answers.

1. Este libro enseña que estas cosas son verdaderas.
   This book teaches that these things are true
2. En aquella vision, José Smith vio a Dios y a Jesucristo.
   In that vision, Joseph Smith saw God and Jesus Christ.
3. Ese día recibí el sacerdocio.
   That day I received the priesthood.
4. En esta lección hay mucho que aprender.
   In this lesson there's a lot to learn.
5. Sé que estos libros contienen la verdad.
   I know these books contain the truth.
6. Debemos ayudar a esos miembros.
   We should help those members.
7. Esas doctrinas son muy importantes.
   Those doctrines are very important.
8. Aquellos misioneros fueron obedientes.
   Those missionaries were obedient.

B. Fill in the Blank

On a separate sheet of paper or aloud with your companion, give the correct demonstrative in its correct form for each of the following sentences.

1. Gracias por guardar ___ (*these*) compromisos.
2. Tenemos muchas experiencias en ___ (*this*) vida.
3. ¿Asistirá con nosotros a la iglesia ___ (*this*) domingo?
4. ___ (*These*) responsabilidades son sagradas.
5. ___ (*These*) versículos hablan de la fe.
6. ___ (*This*) dispensación se llama la dispensación del cumplimiento de los tiempos.
7. Es importante guardar ___ (*these*) leyes.
8. El Señor bendijo a ___ (*this*) pueblo.

Do Something More

For each demonstrative phrase from the questions in Activity B, write your own sentences that you could use during a teaching appointment today.

Ex: "(this) Iglesia"
He recibido muchas bendiciones por ser miembro de **esta Iglesia**.

C. Fill in the Blank

On a separate sheet of paper or aloud with your companion, give the correct demonstrative in its correct form for each of the following sentences.

1. Podemos recibir ___ (*that*) ayuda por medio de la oración.
2. Vinimos a la tierra para ___ (*that*) propósito.
3. Estoy agradecido por (*those*) ___ verdades.
4. Debemos guardar ___ (*those*) convenios.
5. Queremos evitar ___ (*those*) problemas.
6. Podemos volver con Dios mediante ___ (*that*) plan.
7. Dios nos ha dado ___ (*that*) promesa.
8. Una persona autorizada debe efectuar ___ (*those*) ordenanzas.

D. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Te damos gracias por ***esta** día.
   We thank thee for this day.
2. ***Estes** versículos hablan de la obediencia.
   These verses talk about faith.
3. ***Esos** personas son obedientes.
   Those people are obedient.
4. ***Eses** miembros son fieles.
   These members are faithful.
5. ***Éste** es mi canción preferida.
   This is my favorite song.
6. ***Ese** lección fue maravillosa.
   That lesson was wonderful.

E. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Este ley se llama la Palabra de Sabiduría.
2. Este principio es muy importante para mí.
3. Ése es una buena pregunta.
4. En aquellos días la Iglesia sufría mucha persecución.
5. Este joven se llamaba José Smith.
6. En ese visión, José Smith vio a Dios y a Jesucristo.
7. Esa persona es el obispo.
8. Estas ceremonias se llaman ordenanzas.
9. Estes sentimientos vienen del Espíritu Santo.
10. Dios nos da estas mandamientos para ayudarnos.
11. Esos personas escucharon a Jesucristo.
12. Jesucristo visitó también a aquellos personas.
13. Ese mujer tuvo mucha fe.
14. Estoy agradecido por ese conocimiento.
15. En aquel época la gente tenía costumbres diferentes.
16. Vamos a visitarlos esta miércoles.

F. Describe the Picture

Describe the picture to the right from Lehi´s perspective. Point to the people or things that you are referring to as you describe his dream. Pay special attention to how you use demonstratives. For example, Lehi could have said, “Éste es el árbol,” “Este fruto es muy blanco,” “Aquellas personas son inicuas,” etc. **Some words you might use include:** árbol, barra de hierro, campo, edificio, fruto, fuente, personas, río, sendero, vapor de tinieblas, etc.



G. Scripture Activities

1. Turn to Alma 22:15. There are four demonstratives in this verse. The story is told from the king´s point of view. Write out the story from Aaron´s point of view using the demonstratives *ese*, *esa*, etc. Share it with your companion or during a lesson today.

2. Turn to Alma 37:21. Answer the following questions in Spanish on a separate sheet of paper or aloud with your companion. You may need to read the verses beforehand to understand the scripture correctly. Check your answers after you finish.

   Who does “este pueblo” refer to?
   Who does “aquel pueblo” refer to?
   Why does Alma use two different demonstratives to refer to people?

H. Language Study Plan Activities

1. “Learn grammar,” bullet 2. Write down sentences using demonstratives that you can use in your scheduled activities. Have your companion or a native speaker check your sentences for correctness and role play the situation in which you will use them.

2. “Memorize vocabulary and phrases,” bullet 6. Find scriptures that use demonstratives and that you can use in your teaching. Memorize the scriptures and, in role plays with your companion, practice introducing and applying the scripture to your investigators using demonstratives correctly.

I. Online Assessment

To further review this principle, complete the online assessment associated with it.

Relatives

Examples from *Vocabulary and Phrases*

This scripture explains **what** will happen in the resurrection.	Esta Escritura explica **lo que** va a pasar en la resurrección.
God has a body of flesh and bone **that** is immortal.	Dios tiene un cuerpo de carne y huesos **que** es inmortal.
Do you know anyone **who** would like to listen to our message?	¿Conoce a alguien **que** le gustaría escuchar nuestro mensaje?
This time **in which** we live is called the final dispensation.	Esta época **en la que** vivimos se llama la última dispensación.

Explanation

16a Relative pronouns link a dependent clause to an independent clause and provide a smooth transition from one idea to another while eliminating repetition.

Examples:

Las personas obedecen.
The people obey.

Las personas reciben bendiciones.
The people receive blessings.

↘ ↙

Las personas **que** obedecen reciben bendiciones.
The people who obey receive blessings.

Note: *Que* links the two sentences and avoids repetition by taking the place of "las personas."

Que

16b *Que* is the most frequently used relative pronoun. It means **that**, **which**, **who**, and **whom**. It can also be used after simple prepositions (*a*, *con*, *de*, *en*) when it refers to places, things, or abstract ideas, but not people.

Examples:

La Escritura **que** habla del juicio está en segundo Nefi.
The scripture that talks about the judgment is in 2 Nephi.

La inmortalidad es un don **que** todas las personas reciben.
Immortality is a gift that all people receive.

La manera **en que** progresamos es utilizando correctamente nuestro albedrío.
The way we progress is by correctly using our agency.

In English, the relative pronoun **that** is sometimes optional:

Example:

The person **that** we met…

The person we met…

In Spanish, *que* is always used (la persona *que* conocimos).

Quien(es)

16c *Quien(es)* means **who** or **whom**. It follows simple propositions like *a*, *con*, *de*, *en*, and *por* to refer to people. It agrees in number with the person or people to which it refers.

Examples:

Las personas **a quienes** enseñamos son chilenas.
The people whom we are teaching are Chilean.

Sí, conocemos a la familia **de quien** habla.
Yes, we know the family about whom you are talking.

El que / El cual

16d *El que* and *el cual* mean **that**, **which**, **who**, and **whom**. They are used to refer to people, things, and ideas and agree in number and gender with the noun(s) to which they refer. *El cual* is more frequent in formal writing and speech. *El que* and *el cual* are frequently used after prepositions; *el cual* is used after longer prepositions.

	Singular	Plural	Examples
Masculine	**el que**	**los que**	Es importante obedecer las leyes del país **en el que** vivimos. *It is important to obey the laws of the country in which we live.*
Feminine	**la que**	**las que**	La razón **por la que** obedezco los mandamientos es porque amo a Dios. *The reason why I obey the commandments is because I love God.*

	Singular	Plural	Examples
Masculine	**el cual**	**los cuales**	El arrepentimiento es uno de los principios **por medio de los cuales** llegamos a ser dignos de la vida eterna. *Repentance is one of the principles through which we become worthy of eternal life.*
Feminine	**la cual**	**las cuales**	La vida eterna, **la cual** es la exaltación, es el don más grandioso de Dios. *Eternal life, which is exaltation, is the greatest gift of God.*

Describing

16e

Lo que / Lo cual

Lo que and *lo cual* are used to refer to a situation or a previously stated idea. They mean **which** or **what**. Use *lo que* whenever you would say **what** in English when you are not asking **what** something is.

Examples:

Debemos hacer **lo que** Dios nos manda.
We should do what God commands.

Necesitamos arrepentirnos de nuestros pecados, **lo cual** nos trae paz en nuestra vida.
We need to repent of our sins, which brings peace into our lives.

16f

Cuyo

Cuyo/a(s) means **whose**. It indicates possession. It agrees in number and gender with the noun or thing that is possessed, not the person who possesses it.

Examples:

Vi en el aire arriba de mí a dos Personajes, **cuyo** fulg**or** y gloria no admiten descripción.
I saw two Personages, whose brightness and glory defy all description.

Al reino más alto se le llama el reino celestial, **cuya** glori**a** se compara con la gloria del sol.
The highest kingdom is called the celestial kingdom, whose glory is compared to the glory of the sun.

Activities (see answers on pp. 243-244)

A. Combining Sentences

On a separate sheet of paper, use *que* to combine each pair of sentences into one sentence. Check your answers.

1. Noé fue un profeta. La gente rechazó a Noé.
2. Las personas se arrepienten. Las personas son perdonadas.
3. El bautismo es un convenio. El bautismo demuestra nuestro deseo de seguir a Dios.
4. El matrimonio eterno es un convenio. Hacemos el convenio en el templo.
5. El pecado es un obstáculo. El pecado nos impide volver con Dios.
6. En la vida tenemos experiencias. Las experiencias nos traen felicidad y dolor.
7. La fe es un principio. Las Escrituras enseñan la fe.
8. La resurrección es una bendición. Todas las personas reciben la resurrección.
9. Nuestros cuerpos son un don. Dios nos ha dado nuestros cuerpos.
10. Dios bendice a las personas. Las personas pagan un diezmo íntegro.

B. Fill in the Blank: *quien*

On a separate sheet of paper, complete each sentence by writing the correct form of *quien*. Check your answers.

1. Dios necesita saber en ___ puede confiar.
2. Dios dijo, "He aquí mi hijo amado, en ___ me complazco".
3. Lázaro fue la persona a ___ Cristo levantó de los muertos.
4. ¿Quién fue la persona con ___ hablaban en la actividad?
5. Buscamos personas con ___ compartir el Evangelio.
6. Cristo era la persona de ___ los profetas profetizaron.
7. Amamos a las personas a ___ enseñamos.
8. Queremos ser personas en ___ esté el Espíritu de Dios.
9. Mi padre es una persona a ___ admiro.
10. Debemos servir a la gente con ___ nos relacionamos.

C. Fill in the Blank: *el que*

On a separate sheet of paper, complete each sentence by writing the correct form of *el que*. Check your answers.

1. Queremos un hogar en ___ el Espíritu pueda morar.
2. Hay muchos aspectos en ___ podemos mejorar.
3. El mensaje del ___ hablamos es de Dios.
4. El tiempo en ___ vivimos es la última dispensación.
5. Una de las cosas por ___ estoy agradecido es mi familia.
6. Esta tierra es un lugar en ___ podemos ganar experiencia.
7. Hay maneras en ___ podemos evitar la tentación.
8. Ésa es la razón por ___ soy misionero.
9. Tenemos cuerpos con ___ podemos experimentar la vida terrenal.
10. Los profetas son las personas de ___ recibimos la palabra de Dios.

Describing

D. Fill in the Blank: *el cual*

On a separate sheet of paper, complete each sentence by writing the correct form of *el cual*. Check your answers.

1. Podemos recibir el Espíritu, ___ nos guiará.
2. La obediencia es la ley sobre ___ las bendicones se basan.
3. La Expiación es el medio por ___ recibimos el perdón.
4. Es una tentación contra ___ debemos protegernos.
5. Hay convenios por medio de ___ podemos ser sellados.
6. José Smith vio a dos Personajes, ___ le hablaron.
7. Hay maneras en ___ podemos evitar la tentación.
8. El Evangelio es el plan mediante ___ podemos progresar.
9. La revelación es el fundamento sobre ___ la Iglesia está edificada.
10. José Smith fue el profeta mediante ___ Dios restauró el Evangelio.

E. Translation

On a separate sheet of paper, write whether you would use *qué* or *lo que* to translate the word **what** in each of the sentences below. Check your answers.

1. That's what the prophets teach us.
2. You can achieve what the Lord expects of you.
3. Will you pray about what we taught you?
4. What do you understand by "baptism"?
5. What should we do to receive blessings?
6. The Spirit will teach you what you should do.
7. But what is most important, He performed the Atonement.
8. What does it mean to have faith?
9. What have you learned from the Book of Mormon?
10. Pray about what you read in the Book of Mormon.

F. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. El libro ***José Smith** tradujo se llama el Libro de Mormón.
   The book Joseph Smith translated is called the Book of Mormon.
2. Había un joven ***se llamaba** José Smith.
   There was a young man named Joseph Smith.
3. El profeta es la persona ***quien** dirige la Iglesia.
   The prophet is the person who directs the Church.
4. Debemos seguir ***que** dicen los profetas.
   We must follow what the prophets say.
5. El obispo es la persona ***con que** usted hablaba.
   The bishop is the person you were speaking with.
6. Éste es el libro de ***lo cual** hablábamos.
   This is the book we were talking about.

7. La razón ***que** estamos aquí es para aprender y progresar.
The reason that we are here is to learn and grow.

8. El diezmo es una manera en ***el que** ejercemos fe.
Tithing is a way in which we exercise faith.

9. El sacerdocio es el poder ***por medio de que** podemos ser sellados.
The priesthood is the power through which we can be sealed.

10. Las personas ***quienes** oran con sinceridad pueden recibir respuestas.
People who pray with sincerity can receive answers.

G. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Las decisiones que tomamos son importantes.
2. Moisés fue un profeta quien enseñó el Evangelio.
3. Los profetas nos dicen que debemos hacer.
4. Hay muchos casos en la Biblia en los que Dios habla.
5. Éste es el poder mediante que podemos recibir perdón.
6. Un profeta tiene que ser un hombre quien tenga autoridad.
7. La fe es el principio de lo cual hablábamos la última vez.
8. Ésta es la manera en la que oramos.
9. Éste es un libro se llama el Libro de Mormón.
10. La razón por la que tenemos pruebas es para crecer.
11. Todos reciben la resurrección, la cual es un don gratuito.
12. Quiero saber todo lo que pueda sobre el Evangelio.
13. El profeta de que mi compañero habla es Abraham.
14. No entendemos todas las razones que lo malo sucede.
15. ¿Podría compartir que siente sobre José Smith?
16. La obediencia es una manera en que demostramos amor por Dios.

H. Audio Activity

Listen to the clip “2.8 Reinos de gloria.” Write down all of the sentences containing the relatives from this lesson (you may have to listen more than once). Check your answers. Then create a lesson plan using sentences like the ones you wrote down that you can use to teach one of your investigators. Have your companion play the role of that investigator and practice teaching your lesson plan to him or her. Get feedback on how you used relatives.

I. Scripture Activities

1. Read DyC 76:13–15. Write down the sentences that contain relatives, making sure to distinguish between *que* as a relative and other uses of *que*. Check your answers. Write your own description of Joseph Smith and Sidney Rigdon’s vision using relative pronouns. Then use your description and this scripture to teach a short message to your companion about Joseph Smith’s prophetic calling as if he or she were one of your investigators. Get feedback on your use of relatives.
2. In your English scriptures, find verses containing the word **what**. Write down whether each instance of **what** would be translated using *qué* or *lo que*. Use your Spanish scriptures to check your answers.

J. Language Study Plan Activities

1. “Actively listen,” bullet 3. Because there are some differences between the ways that Spanish and English use relatives, it’s very important to listen carefully to how natives use them. Look for patterns in the ways natives use relatives and try to imitate them.
2. “Improve your ability to read and write,” bullet 2. Find other ways to use your scriptures to learn relatives that are similar to activity **I** #2. Pay attention to the differences between Spanish and English.
3. “Learn grammar,” bullet 2. Write sentences using relatives that you can use in your scheduled activities. Have your companion or a native speaker review your sentences for correctness, and practice using them.

K. Online Assessment

To further review this principle, complete the online assessment associated with it.

Suffixes

Explanation

Suffixes are added to the end of words to change their meaning. In this lesson, you will learn about two kinds of suffixes:

- **Augmentatives** are used to intensify, emphasize, or exaggerate words.
- **Diminutives** are used to emphasize smallness or delicacy, or to express affection.

Every suffix cannot be added to every word, and they all are not added the same way. Sometimes the spelling of the root of the word must change in order to add the suffix. Additionally, some suffixes, besides the ones mentioned here, give a derogatory meaning to words. So, pay attention to when, how, and where native speakers use suffixes and consult a dictionary to assist you in using them correctly.

-ísimo (-*a*, -*os*, -*as*)

The suffix *–ísimo* intensifies or emphasizes adjectives and agrees in number and gender with the noun that it modifies. It also intensifies adverbs, but when doing so it always remains in the *–ísimo* form.

Examples: una canción hermosa *a beautiful song* → una canción hermos**ísima** (adjective) *a very beautiful song*

Ella corre rápido. *She runs fast.* → Ella corre rapid**ísimo**. (adverb) *She runs very fast.*

Note: Other augmentatives include *-azo* (intensifies or makes a noun bigger and better, and indicates a blow with that object), *-ón*/*-ona* and -ote/*-ota* (make nouns or adjectives bigger or exaggerated), *-udo* (shows that a physical characteristics sticks out or is easily noticed), etc. Be extremely careful with the use of these suffixes since their use may be derogatory, unprofessional, or unbecoming of a missionary.

-ito (-*a*, -*os*, -*as*)

The suffix *–ito* indicates that something is small, delicate, or endearing and agrees in number and gender with the noun that it modifies, or the noun that it describes if it is an adjective (if it's an adverb, it will always end in *–ito*). If the root of the noun ends in *–r*, *–n*, or *–e*, and has more than one syllable, *–cito* (*-a*, *-os*, *-as*) is added.

Examples: gat**o** *cat* → gat**ito** *kitten*

pobr**es** *poor people* → pobr**ecitos** *poor little things/people*

Note: Other less common diminutives that have a similar meaning as *–ito* are *–illo, -ín*, and *–uelo*. They are not as common and their usage varies by country and region.

Activities (see answers on p. 244)

A. Create Diminuitives

Write each of the underlined words in its diminuitive form. Check your answers.

1. Me gusta su perro.
2. Escribo nuestra información en este papel.
3. Dios llamó a un joven.
4. Necesitamos una silla para su hijo.
5. Amo a mi abuela.
6. Hay una organización para las jóvenes.
7. Tenemos una cosa más que hablar.
8. Hay muchos amigos para ti en la Primaria.
9. Vive en una casa en la calle San Juan.
10. Vamos a dejarle esta tarjeta.

B. Add -ísimo

Add -ísimo to the underlined words in each of the sentences below. Check your answers.

1. He recibido muchas bendiciones.
2. La hoja era de acero fino.
3. La lección fue buena.
4. Hubo muchos profetas.
5. Esta comida está rica.
6. Es un lugar santo.
7. He aprendido mucho en mi misión.
8. Cristo sufrió mucho.
9. Es un edificio grande.
10. El templo es hermoso.

C. Language Study Plan Activity

"Actively listen," bullet 1. Listen to how natives use suffixes. Imitate their use, but make sure you use appropriate language for a missionary.

Review – Describing Objects and People

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking about and describing objects, people and their characteristics

- Gender and Number
- Adjectives and Agreement
- Articles
- Present Subjunctive: Adjective Clauses
- Demonstratives
- Suffixes
- Relatives

Activities (see answers on pp. 244-245)

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 13 errors in it. Check your answers.

Dios revela el verdad llamando profetas. Estas profetas son hombres justo que tienen el sacerdocio, lo cual es el poder de actuar en el nombre de Dios. Las profetas nos enseñan acerca de el plan que Dios tiene para nosotros. A veces, sin embargo, la gente rechaza a los profetas. Cuando este sucede, se llama un apostasía. Durante una apostasía, no hay nadie que tiene el autoridad del sacerdocio. Sin embargo, Dios ama a Sus hijos y siempre llama a otra profeta para restaurar Su Iglesia. Si obedecemos a los profetas, vamos a ser más feliz. Quiero obedecer las palabras Dios nos da por medio de los profetas.

B. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 10 errors in it. Check your answers.

Si usted ora con verdadero intención y tiene fe y un corazón sincera, Dios le va a dar un respuesta. Los sentimientos que recibamos del Espíritu Santo son poderoso, pero a la vez son suave y apacibles. Estes sentimientos nos ayudan a saber que el respuesta viene de Dios. Cuando recibimos una respuesta, debemos estar dispuestos a actuar según ese respuesta. Al sentir estos sentimientos, vamos a querer saber todo lo posible en cuanto al Evangelio. Yo le prometo que si hace este, su vida va a mejorar.

C. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. En la conferencia los Autoridades Generales nos hablan.
2. Sé que la Iglesia es verdadero.
3. Profetas son llamados por nuestro Padre Celestial.
4. Familias son muy importantes en el plan de Dios.
5. ¿Asistirá con nosotros a iglesia el domingo?
6. Eses capítulos hablan sobre la guerra.
7. ¿Conoce esto libro?
8. Este libro es un otro testamento de Jesucristo.
9. ¿Leerá el capítulo le dimos?
10. No hay nada que es más importante que nuestra familia.
11. Hay muchísimo cosas para aprender en este libro.
12. Padres deben enseñar buenos principios a su familia.
13. La razón que obedezco es que amo a Dios.
14. Nos gustó conocer a sus padres amables.
15. Abraham fue un profeta quien recibió mandamientos.
16. Esta mes vamos a tener la Conferencia General.
17. Quiero seguir que el profeta dice.
18. No hay nada que puede separarnos del amor de Dios.
19. ¿Puede leer estes versículos?
20. Nuestro labor es traer almas a Cristo.
21. Estas bendiciones son muy especial.
22. Fe es el primer principio del Evangelio.
23. Aquí tengo un foto del templo.
24. ¿Tiene un pregunta?
25. Nuestro obispo es un hombre que ame al Señor.
26. Líderes locales de la Iglesia son voluntarios.
27. Dios sabe todo que hacemos.
28. Esta profeta se llama Moroni.
29. Entonces, ¿Usted es un mecánico?
30. Sé que tenemos profetas verdaderas en la tierra.
31. Sus decisiones son importante.
32. Las profetas reciben revelación de Dios.
33. ¿Conoce el verso que hable de los tres grados de gloria?
34. 3 Nefi 11 es el parte que me gusta más.

D. Translation

On a separate sheet of paper, translate the following sentences into Spanish. Check your answers. This active assumes that you can do present tense conjugations.

1. Sincere faith is very important.
2. That is a good question.
3. I know that the Church is true.
4. The people who obey receive blessings.
5. We are going to talk about repentance.
6. I am a missionary.
7. This verse talks about patience.
8. The decisions that we make are important.
9. The bishop, who is the leader of the ward, lives near here.
10. This is a true book.
11. The people we talk with are children of God.
12. Prophets teach the truth.
13. Repentance is the second principle of the gospel.
14. Prayer is a way in which you can ask God.
15. The prophet, who receives revelation, speaks to us.
16. The bishop is a wonderful person.
17. This is an important principle.
18. My family is more united because of the gospel.
19. I remember the day of my baptism.
20. Families are very important to God.

E. Companion Activities

1. Describe the Book of Mormon to your companion as if he or she were a new investigator. Describe the different sections and choose a particular person from the Book of Mormon and describe him or her as well. Use scriptures in your descriptions. Focus on using articles, demonstratives, and adjectives correctly and get feedback on how well you used these principles.

2. Choose a principle from one of the missionary lessons and write down at least 20 nouns from that lesson. Then write as many adjectives as you can that could describe each noun (for example, for *sentimientos* from the principle "Ore para saber la verdad por conducto del Espíritu Santo", you could use the adjectives *poderosos, suaves, apacibles, inspiradores*, etc.). Practice using the nouns and adjectives to teach your companion the principle you chose as if he or she were one of your investigators.

F. Audio Activity

Choose an audio clip of a principle that you will be teaching to one of your investigators in an upcoming lesson. As you listen, write down every noun and adjective pair you hear. Listen again and focus on the context in which each noun/adjective pair is used. Then create your own lesson plan using these noun and adjective pairs and come up with your own adjectives to describe the nouns. Practice teaching your plan to your companion in the role of the investigator you chose and get feedback on how well you used agreement with articles, nouns, and adjectives.

G. Scripture Activities

1. Read 2 Ne. 2:27. Write down each noun and then every article or adjective that agrees with that noun. Also write down each instance where the article is used in Spanish, but not in English. Check your answers. Then have your companion play the role of one of your investigators and teach this scripture to your companion, describing God, Satan, and men. Describe why agency is preserved or taken away according to whom we choose to follow. Get feedback on how well you used agreement and articles.

2. Read DyC 1:30 and write down where demonstratives and relative pronouns are used. Check your answers. Then have your companion play the role of an investigator who wonders why it matters what church he or she joins. Teach this scripture, focusing on helping the investigator resolve his or her concern by describing the characterics of Christ's Church. Use relatives and demonstratives correctly. Get feedback for both of these areas.

H. Writing Activities

1. Imagine that you are talking with one of the families in the ward or branch in which you serve about a family they know who is interested in the gospel. Write the questions you would ask in order to find out what each member of the family is like, and write possible answers they could give. Pay special attention to agreement between nouns and adjectives, proper use of articles, and proper use of relative pronouns. Have your companion or a native speaker check your questions and answers. Then set a goal to ask a member family for referrals and use your questions to find out about the people they describe.



2. In the Vocabulary and Phrases section, go to a principle that you will soon be teaching that relies on your ability to describe someone or something (such as “The Great Apostasy” or “The Spirit World”). Write down the phrases that use articles where they are not used in English. Write different variations on the sentences adapting them to your upcoming teaching situation.

I. Reading Activity

1. Read the first section (before the * * * * * * *) of El testimonio del profeta José Smith in the Book of Mormon. Then describe to your companion in your own words, using as much detail as you can, what the angel Moroni looked like and what the objects hidden in the Hill Cumorah looked like. Get feedback from your companion about how well you used the principles from this review in your descriptions.

2. Find a section in *Predicad Mi Evangelio* that uses a lot of present subjunctive in adjective clauses to describe objects and people (some examples are “Llene el registro de bautismo” on page 226 and “Plan misional de barrio” on pages 238–239). Read through the section and think about why subjunctive is used so much in adjective clauses. Then restate in your own words to your companion what you read. Focus on using subjunctive correctly in adjective clauses.

Asking about and expressing

Desire, Need, Preference, Ability, Intention, or Purpose

Purpose

This function will help you talk about what we need or want to do; for example, what we need to repent of or what God wants for us. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- We **have to** help him understand faith. (Common Expressions [*Tener* + *que*, *Ir* + *a*])
- We **need to follow up** on his reading next time we meet. (Verb + Infinitive)
- **Pray** for help to stop smoking. (Commands)
- We teach the gospel **in order to** bring others closer to Christ. (*Por y Para* [*para*])
- **I like** teaching about the Book of Mormon. (*Gustar*)
- **Can** we come on Sunday? (Present: Stem and Spelling Changes [*querer*, *preferer*, *poder*])
- God **wants us to be** happy. (Present Subjunctive: Noun Clauses)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

<u>Doctrines from the Lessons</u>

- God Is Our Loving Father in Heaven (What does God want for us?)
- Heavenly Father Reveals His Gospel in Every Dispensation (Why did God call prophets? Why do we need them?)
- Restoration of the Gospel (What did Joseph Smith want to know? What did God ask Joseph Smith to do?)
- The Book of Mormon (What can we learn from the Book of Mormon? For what purpose was it written?)
- Pre-Earth Life (What is God’s purpose and plan for us?)
- The Atonement (Why did Christ perform the Atonement? Why do we need it?)
- Repentance (What do we need to do in order to repent?)
- Baptism (Why do we need to be baptized?)
- Obedience (Why does God want us to obey?)
- Pray Often (What should we pray for? How do we express our needs and desires?)
- Study the Scriptures (What are the scriptures for? Why do we need to study them?)
- Priesthood and Auxiliaries (What can be done with the priesthood? What are the auxiliaries for?)
- Missionary Work (Why should we desire to do missionary work as members?)
- Temple and Family History (Why do we need temples? How can we get involved in Family History work?)

Tasks from Missionary Vocabulary and Phrase Book

- Extend Commitment Invitations (Why does God give us commandments? How can I show encouragement and support?)
- Give Directions (How do I tell someone how to get somewhere?)
- Obtain Referrals (Why should we share the gospel with friends? How can we begin to talk about the gospel? How do we increase our desire to share the gospel?)
- Offer a Prayer (How do I ask Heavenly Father for the things that I need?)

Verb + Infinitive

Examples from *Vocabulary and Phrases*

When we covenant with God **we promise to obey** Him.	Cuando hacemos convenio con Dios **prometemos obedecer**le.
How **can you find out** for yourself?	¿Cómo **puede averiguar** por sí mismo?
We should treat our bodies with respect.	**Debemos tratar** el cuerpo con respeto.
In order to be baptized you **need to attend** church regularly.	Para bautizarse usted **necesita asistir** a la iglesia regularmente.

Explanation

When there are two verbs in a row and they both have the same subject, the first one is conjugated and the second one is left in the infinitive form.

Poder, *Deber*, *Soler*

These three Spanish verbs are always followed by another verb. Conjugate the first verb. Leave the second in infinitive form.

18a *Poder* + infinitive

Poder is translated in English as **can** or **to be able to**.

Examples:

Podemos aprender de las Escrituras.
We can learn from the scriptures.

Pueden encontrar respuestas en las Escrituras.
You can find answers in the scriptures.

Deber + infinitive

Deber is often translated as **should** or **must**.

Examples:

Debemos estudiar las Escrituras.
We should (must) study the scriptures

Debo orar antes de leer las Escrituras.
I should pray before I read the scriptures.

Soler + infinitive

Soler is often translated as **to usually do**. English doesn't have an equivalent verb. *Soler* is used much more than *usualmente*.
Soler is a stem-changing boot verb in which the *o* changes to *ue*.

Examples:

¿Cuándo **suele** leer las Escrituras?
When do you usually read the scriptures?

Solemos recibir respuestas por medio del Espíritu.
We usually receive answers through the Spirit.

Other Verbs + Infinitive

18b Many other verbs can be followed by an infinitive, but it is not required. Below are just a few examples.

Examples:

Quiero **leer** las Escrituras. *I want to read the scriptures.*	Intentamos **comprender**. *We try to understand.*
Necesitamos **orar**. *We need to pray.*	Decidimos **estudiar** todos los días. *We decide to study every day.*

Expressing

18c

Expressing

Verb + Preposition + Infinitive

Some verbs require a specific preposition (such as *a*, *de*, *en*, etc.) when followed by an infinitive. The preposition depends on the verb (e.g. *de* is always used with *terminar*).

Examples:	**Terminamos <u>de</u> leer.** *We finished reading.*	Las Escrituras nos **enseñan <u>a</u> seguir** a Cristo. *The Scriptures teach us to follow Christ.*
	Las Escrituras nos **ayudan <u>a</u> ser** felices. *The scriptures help us be happy.*	**Empezamos <u>a</u> leer.** *We start reading.*

IMPORTANT: As you learn new verbs, pay attention to how they are used with other verbs. If they require a preposition, note the preposition that follows them.

Activities (see answers on p. 245)

A. Fill in the Blank

On a separate sheet of paper, write the verb + infinitive combination that completes each sentence using the verbs given. All sentences are in the present tense. Check your answers.

1. ¿Cómo lo ___ (poder, ayudar) (nosotros) a cumplir con sus compromisos?
2. Los sentimientos que vienen del Espíritu ___ (soler, ser) suaves.
3. ¿Qué ___ (deber, hacer) (nosotros) para acercarnos a Dios?
4. (Nosotros) ___ (querer, compartir) lo que sentimos por nuestro Padre Celestial.
5. Dios ___ (prometer, bendecir) a sus hijos si obedecemos.
6. Todos nosotros ___ (esperar, volver) a vivir con Dios.
7. Dios nos ___ (querer, bendecir).
8. Dios ___ (desear, ayudar) a todos Sus hijos.
9. Usted ___ (necesitar, orar) con fe.
10. (Nosotros) ___ (sentir, llegar) tarde.

B. Translation

Translate each of the sentences below. Pay special attention to verbs that combine with infinitives. Any pronoun refering to **you** will be the singular-formal form. Check your answers.

1. I want to share an experience.
2. The Holy Ghost can comfort people.
3. We try to be like Christ.
4. He tried to pray.
5. Life can be difficult at times.
6. We should always pray.
7. We need to obey God's laws.
8. We try to be better each day.
9. We want to share a message.
10. God promises to forget our sins.
11. We hope to receive answers.
12. You can change.
13. We hope to see your friend today.
14. We need to renew our covenants.
15. We can become like God.
16. We should try to be like Him.
17. Sometimes people don't want to listen to the prophets.
18. We promise to obey His commandments.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Necesitamos ***a** tener paciencia.
   We need to have patience.
2. Adán y Eva eligieron ***a** comer el fruto.
   Adam and Eve chose to eat the fruit.
3. Dios promete ***a** darnos Su Espíritu.
   God promises to give us His Spirit.
4. El Evangelio nos ayuda ***vivir** mejor.
   The gospel helps us live better.
5. ¿Ha intentado ***de** dejar de fumar antes?
   Have you tried to quit smoking before?
6. Mis padres me enseñaron ***orar**.
   My parents taught me to pray.
7. ¿Cuándo empezó ***leyendo** el Libro de Mormón?
   When did you start reading the Book of Mormon?
8. Cuando terminemos ***leyendo**, ¿ofrecerá la oración?
   When we finish reading, will you offer the prayer?
9. ¿Podemos ***ofrecemos** una oración?
   Can we offer a prayer?
10. Tratamos ***ser** mejores cada día.
    We try to be better each day.

D. Error Correction
Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the verb + infinitive phrase.

1. Aprendemos a evitar el pecado.
2. Labán intentó a matar a Nefi y sus hermanos.
3. Tenemos que eligir a hacer lo correcto.
4. Solemos ayunar el primer domingo de cada mes.
5. Logramos a ser obedientes.
6. Dios promete a darnos bendiciones por pagar el diezmo.
7. En este capítulo Jesús enseña a los apóstoles orar.
8. ¿Puede terminar leyendo esos versículos?
9. Dios quiere ayuda a Sus hijos.
10. Podemos servir a los demás.
11. Debemos seguir a los profetas.
12. Tratamos hacer lo que Jesucristo haría.
13. ¿Dónde empezó leyendo en el Libro de Mormón?
14. Queremos hablar sobre los profetas.
15. Usted necesita dejar fumando antes de bautizarse.
16. Las Escrituras nos ayudan entender la voluntad de Dios.

E. Create Sentences
Using your dictionary and the verbs below, create as many sentences as you can that you could use in your teaching. Make sure you know how each verb connects with infinitives. The verbs and how they connect are listed in the answers section.

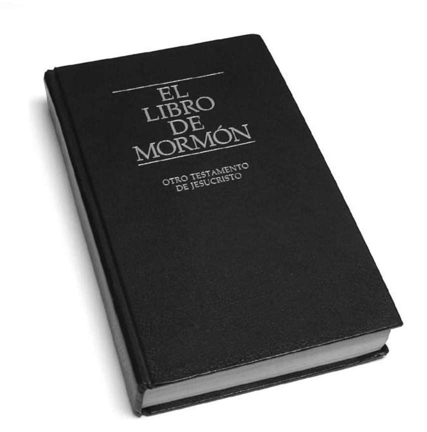
Example: necesitar – Necesita tener fe.; Necesitamos obedecer los mandamientos, etc.

1. querer
2. elegir
3. empezar
4. dejar
5. poder
6. esperar
7. intentar
8. ayudar
9. buscar
10. aprender
11. acabar
12. deber
13. decidir
14. soler
15. animar
16. depender
17. prometer
18. tratar
19. terminar
20. desear

Expressing

F. Audio Activity
Listen to the clip "Hacer preguntas y escuchar." Write down every sentence that uses a verb + infinitive construction. Check your answers. Then modify the sentences you've written down to create a lesson plan for one of your investigators that meets one of his or her needs. Practice teaching your lesson plan to your companion and get feedback on your use of verbs + infinitives.

G. Scripture Activity
Read a chapter of the Book of Mormon in English that you can use to teach one of your investigators. As you read, look for sentences that would use verb + infinitive in Spanish. Write down how you think the sentences would be in Spanish. Then check your sentences using your Spanish scriptures and make any corrections. Use the chapter and your sentences to make a lesson plan for your investigator.



H. Language Study Plan Activities
1. "Actively listen," bullet 3. Listen to how natives link verbs together. When they link verbs differently than you would, write it down. Use your dictionary to help you know whether verbs use prepositions to link to other verbs or link directly to them.
2. "Memorize vocabulary and phrases," bullet 1. Find phrases from the lessons, scriptures, brochures, and other materials that use verb + infinitive constructions and have to do with a specific topic you will be teaching to one of your investigators. Use the phrases you find as patterns to create other phrases.
3. "Learn grammar," bullet 2. Go over your lesson outlines and check for errors like the ones in Activities C and D. Have your companion or a native speaker help you correct them. Practice your improved lesson plan with your companion.

I. Online Assessment
To further review this principle, complete the online assessment associated with it.

Commands

Examples from *Vocabulary and Phrases*

Tell me about your experience with prayer.	**Cuénteme** de su experiencia con la oración.
Follow the road to the square.	**Siga** por la calle hasta la plaza.
Please **help us** to be obedient.	Por favor **ayúdanos** a ser obedientes.
Let's read a scripture about repentance.	**Leamos** una Escritura sobre el arrepentimiento.

Explanation

We use commands to tell someone to do or not to do something (i.e. "Write that down!" "Don't do that!" and "Go!").

19a

Commands with *usted, ustedes,* and *nosotros*

Commands with *usted, ustedes,* and *nosotros* use present subjunctive conjugations. To form these commands:

1. **Take the infinitive verb.**
   or**ar**
2. **Drop the –ar ending.**
   or-
3. **Add the subjunctive ending that agrees with the subject.**

	or**emos**
or**e**	or**en**

Expressing

Use the following endings to conjugate ***-ar***, ***-er***, and ***-ir*** verbs:

-ar

	-emos
-e	-en

-er

	-amos
-a	-an

-ir

	-amos
-a	-an

Note: In present subjunctive, *-ar* verbs use present tense –*er* endings; *-er* and –*ir* verbs use present tense –*ar* endings. So, the endings are switched in the present subjunctive.

Examples (*usted* and *ustedes*)	**Lea** este versículo. *Read this verse.*	**Estudie** esta lección. *Study this lesson.*

Nosotros commands are used to make suggestions (e.g. "Let's ________.").

Examples (*nosotros*)	**Sigamos** las reglas. *Let's follow the rules*	**Trabajemos** duro. *Let's work hard.*

To make these commands negative, add *no* before the verb.

Examples (*nosotros*)	**No pierda** la esperanza. *Don't lose hope.*	**No hablemos** en inglés. *Let's not speak English.*

Irregular Commands

19b

Any verb that has an irregular *yo* form in the present tense will use that irregular form in all of the present subjunctive forms.

tener

	ten**g**amos
ten**g**a	ten**g**an

obedecer

	obede**zc**amos
obede**zc**a	obede**zc**an

There are also some irregulars that do not follow a normal pattern.

ir

	vayamos
vaya	**vay**an

ser

	seamos
sea	**se**an

dar

	demos
dé	den

*See the lesson "Present Subjunctive: Forms" for additional irregulars.

Commands with *tú* and *vosotros*

Affirmative commands with *tú* and *vosotros* do NOT use present subjunctive forms.

Affirmative Commands with *tú*

19c To form the affirmative command for *tú*, conjugate it in present tense and remove the final *-s*.

Examples:

Recibe el Espíritu Santo. *Receive the Holy Ghost.*	**Bendice** a los miembros. *Bless the members.*

There are some irregular ***tú*** commands:

tener	→	**ten**	ser	→	**sé**
decir	→	**di**	ir	→	**ve**
venir	→	**ven**	hacer	→	**haz**
poner	→	**pon**	salir	→	**sal**

Examples:

Ten fe. *Have faith.*	**Haz** lo justo. *Do what is right.*

The *tú* form in the imperative is used to confirm a new member, give a blessing, or pray.

Affirmative Commands with *vosotros*

19d To form affirmative commands with *vosotros***:**

1. Take the infinitive verb.

habl**ar**

2. Change the final –r to –d.

habla**d**

Examples:

Escuchad al Señor. *Listen to the Lord.*	**Venid** a Cristo. *Come unto Christ.*

There are no irregular commands in the *vosotros* form.

Negative Commands with *tú* and *vosotros*

19e Negative commands with *tú* and *vosotros* use present subjunctive conjugations. To form these commands:

1. Take the infinitive verb.

or**ar**

2. Drop the –ar ending.

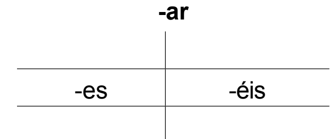
or-

3. Add the subjunctive ending that agrees with the subject.

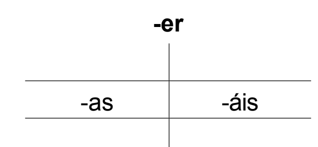
or**es**	or**éis**

Use the following endings to conjugate ***-ar***, ***-er***, and ***-ir*** verbs:

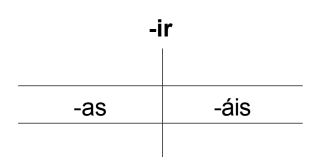
-ar



-er



-ir



Note: In present subjunctive, *-ar* verbs use present tense *–er* endings; *-er* and *–ir* verbs use present tense *–ar* endings. So, the endings are switched in the present subjunctive.

Examples (*tú* and *vosotros*)

No olvides eso. *Don't forget that.*	**No dudéis; no temáis.** *Doubt not; fear not.*

Irregular Negative Commands with *tú* and *vosotros*

19f Irregular negative commands with *tú* and *vosotros* follow the same pattern as the irregular commands for *usted*, *ustedes*, and *nosotros* (e.g., if a verb has an irregular *yo* form in the present or is completely irregular in the subjunctive, the command will have that same irregularity). See the lesson "Present Subjunctive: Forms" for additional irregulars.

Examples (*tú* and *vosotros*)	**No tengas** miedo. *Don't be afraid.*	**No seáis** como los fariseos. *Don't be like the Pharisees.*

Subject Pronouns with Commands

19g The subject pronouns are normally not used with commands. However, they may be used for emphasis or contrast, or as a matter of courtesy. If used, they go after the verb.

Examples:	**Escriba usted** su nombre. *Write your name.*	**Hablen ustedes** con el presidente. *Talk to the president.*

Activities (see answers on p. 246)

A. Fill in the Blank

On a separate sheet of paper, write the word that should go in each blank to complete the chart. Check your answers.

	Affirmative (Positive) Command	Negative Command
tú	1. ___ (hablar) con ellos.	2. No ___ (hablar) con ellos.
vosotros	3. ___ (hablar) con ellos.	4. No ___ (hablar) con ellos.
usted	5. ___ (hablar) con ellos.	6. No ___ (hablar) con ellos.
ustedes	7. ___ (hablar) con ellos.	8. No ___ (hablar) con ellos.
nosotros	9. ___ (hablar) con ellos.	10. No ___ (hablar) con ellos.

B. Convert Commands

On a separate sheet of paper, change each familiar command in the sentences below to a formal command. Check your answers.

1. Pásame el libro por favor.
2. Medita sobre lo que enseñamos
3. Enseña la Palabra de Sabiduría.
4. ¡Esfuérzate por aprender!
5. Lee el versículo a continuación.
6. Obedece las reglas.
7. Ora para tener el Espíritu.
8. Utiliza el Espíritu en la lección.
9. Escucha al profeta porque él dice la verdad.
10. Escoge la Escritura que es mejor para enseñar este principio.

C. Conjugation

For each of the sentences below, create the command form for the *usted*, *ustedes*, and *nosotros* forms. Check your answers.

1. (Cantar) el himno dos.
2. (Ayudar) a los investigadores a entender el Evangelio.
3. (Escuchar) las instrucciones durante la reunión.
4. Constantemente (anotar) esas preguntas.
5. (Estudiar) la doctrina del Evangelio.
6. (Seleccionar) pasajes de las Escrituras.
7. Por favor, (leer) aquel pasaje de las Escrituras.
8. (Orar) sinceramente a Dios.
9. (Enseñar) a otras personas como reconocer el Espíritu.
10. (Pedir) a Dios más fe.

D. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. No ***hablar** inglés.
   Don't speak English
2. ***Le hablemos** sobre la ley del diezmo.
   Let's talk to him about the law of tithing.
3. ***Lee** usted el versículo.
   Read the verse.
4. Por favor, ***compartir** sus sentimientos.
   Please, share your feelings.
5. No ***léalo** sin orar.
   Don't read it without praying.
6. No ***díganos** eso.
   Don't tell us that.
7. No ***desobedece** las reglas.
   Don't disobey the rules.
8. ***Ir** a la capilla a las 10:00.
   Go to the chapel at 10:00.

E. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form to your companion and check your answers with those in the answer key. for each question that you miss, write at least two sentences that you could use inyour teaching today that use the correct form of the word.

1. Por favor, llegar un poco temprano.
2. Tenga fe que Dios puede contestar sus oraciones.
3. Comparta sus dudas con nosotros.
4. Hace lo que tus padres te dicen.
5. No dude en llamarnos si tiene preguntas.
6. No hágalo sin orar.
7. Escribir cualquier pregunta que tenga.
8. Le diga que vamos a reunirnos a las 7:00.
9. Presta atención a sus sentimientos.
10. Escuche atentamente durante la lección.
11. Lee el libro que le dimos.
12. Si tiene problemas, llámanos.

F. District Meeting Activity

Predicad Mi Evangelio often uses the command form to tell you, the missionary, how to effectively perform your work. Prepare a lesson on some aspect of missionary work that you could present in a district meeting using the commands from a section of *Predicad Mi Evangelio*. Some examples include "Ideas y sugerencias para el estudio" (p. 22) and "El encontrar por iniciativa propia" (p. 180). Make sure you change the commands from *usted* to *ustedes* form to address the district.

G. Scripture Activities

1. Read the following scriptures. Find the commands in each of them and write them down. Check your answers. Then write as many positive and negative commands as possible for each command in different persons (*usted*, *nosotros*, etc.). Make sure you could use your sentences in a teaching situation.

DyC 45:3–5	Moroni 7:33–34
1 Nefi 7:12	DyC 18:10

2. For each of the following scriptures, write down the sentences that contain commands, changing the commands from informal to formal. Check your answers. Have your companion act as one of your investigators and use your sentences to personalize the scriptures for your companion.

3 Ne. 13:6	DyC 88:63	Juan 1: 46
DyC 1:37	DyC 88:119	Mos. 4:2
DyC 33:8–10	Jacob 2:18	

Expressing

H. Language Study Plan Activities



1. "Learn grammar," bullet 2. Prepare sentences that you could use to give an investigator directions to the church. Practice giving your companion directions to the church as if he or she were the investigator. Have your companion give you feedback on your use of commands.
2. "Learn grammar," bullet 4. Throughout the day, use the command form to give your companion directions to each appointment, take turns telling each other who to talk to or contact, etc.
3. "Actively listen," bullet 3. Set a goal to listen carefully to how native speakers use commands and notice any differences between how they use them and how you would use them.
4. "Memorize vocabulary and phrases," bullet 6. The scriptures are full of commands. Find some key scriptures that use commands and memorize them. Practice changing the commands from informal to formal so you can personalize the scriptures for your investigators.

I. Online Assessment

To further review this principle, complete the online assessment associated with it.

Por y Para

Examples from *Vocabulary and Phrases*

In order to be baptized you need to stop smoking.	**Para** bautizarse usted necesita dejar de fumar.
I know that God will bless you **for** your efforts.	Sé que Dios va a bendecirlo **por** sus esfuerzos.
What was difficult about it **for** you?	¿Qué fue lo difícil **para** usted?
I am grateful **for** my family.	Estoy agradecido **por** mi familia.

Explanation

Por

20a In most cases, use *por* to say **for**, **by**, **through**, or **because of**...

Para

...but use *para* in the following situations instead of *por*:

20b	Movement or direction toward a destination or goal (**to**, **headed for**)	¿**Para** dónde vamos? Vamos **para** Argentina. *Where are we heading? We are heading for Argentina.*
		Vamos **para** la capilla. *We're on our way to the church.*
20c	A specific time limit or a fixed point in time (**by**, **for**, **due on**) *Para* indicates the time by which something should be done.	Los reportes son **para** el viernes. *The reports are due on Friday.*
		Estará listo **para** mañana. *It will be ready by tomorrow.*
20d	Intended for, destination	La carta es **para** usted. *The letter is for you.*
		El Evangelio es **para** nuestro beneficio. *The Gospel is for our benefit.*
20e	Purpose or intent of an action (**in order to**) *Para* indicates the final goal of an action.	Estamos en el CCM **para** aprender. *We are in the MTC to learn (in order to learn).*
		Podemos orar **para** saber la verdad. *We can pray to know the truth (in order to know).*
20f	Comparison against a group *Para* makes an implied comparison of inequality of something or someone against a group of its equals or peers.	Juan es alto **para** su edad. *Juan is tall for his age (comparing Juan against all people of his age).*
		Su hijo sabe mucho **para** su edad. *His son knows a lot for his age.*
20g	Holding an opinion or making a judgment	**Para** los miembros de la Iglesia, la vida tiene un propósito definido. *For members of the Church, life has a definite purpose.*
		Cada persona es importante **para** Dios. *Each person is important to God.*

20h

Expressing

Por vs *Para*

Note: In the table below, the sentences are the same in each column. Note how the meanings change depending on whether you use *por* or *para*.

Por	***Para***
La comida fue hecha **por** la hermana Ruiz. *The food was made **by** Sister Ruiz.*	La comida fue hecha **para** la hermana Ruiz. *The food was made **for** Sister Ruiz.*
María es baja **por** su edad. *Maria is short **because of** her age.*	María es baja **para** su edad. *Maria is short **for** her age.*
Vamos **por** el parque. *We´re going **through** the park.*	Vamos **para** el parque. *We´re going **to (towards)** the park.*
Le doy el dinero **por** la comida. *I give him the money **in exchange for** the food.*	Le doy el dinero **para** la comida. *I give him the money **with which to buy** the food.*
Volveré **por** el 15 de diciembre. *I´ll return **around** the 15th of December.*	Volveré **para** el 15 de diciembre. *I´ll return **by** the 15th of December.*

Activities (see answers on pp. 246–247)

A. *Por* or *Para*

On a separate sheet of paper, write whether *por* or *para* would be used when translating each sentence. Check your answers.

1. God has a plan for us.
2. Will you read this by our next visit?
3. We are here to learn and grow.
4. Enos prayed for the Lamanites.
5. We talked with him for a few minutes.
6. Everyone is important to God.
7. God has great love for his children.
8. This book is for everyone.
9. We will help prepare you for baptism.
10. Christ overcame death for us.
11. We'll pick you up and head for church.
12. Christ paid the price for our sins.
13. The Book of Mormon was translated by Joseph Smith.
14. God sends prophets because of his love for us.
15. Joseph Smith showed great faith for being so young.

B. Dialogue

Elders Martinez and Gonzalez are teaching Mr. García about God's plan for us. On a separate sheet of paper, write either *por* or *para* to complete the dialogue. Check your answers.

Élder Martínez: Señor García, nosotros estamos aquí 1.___ una razón. Dios ha creado un plan 2.___ nosotros a causa del amor que tiene 3.___ nosotros. ¿Cómo se siente en cuanto a la oportunidad de estar aquí en la tierra?

Sr. García: Estoy agradecido 4.___ estar aquí en la tierra, pero a veces la vida es muy dura. ¿Por qué tenemos que pasar 5.___ tantas dificultades? Muchas veces es difícil 6.___ mí mantener la esperanza.

Élder González: Gracias 7.___ compartir eso. Sé que no es fácil. Pero podemos recibir ayuda 8.___ la oración y fe en Jesucristo. Él fue escogido 9.___ Dios antes de esta vida 10.___ venir al mundo y sufrir 11.___ nuestros pecados. Dios tiene muchas bendiciones 12.___ nosotros si seguimos Su plan.

Élder Martínez: Señor García, ¿qué cree que Jesucristo ha hecho 13.___ usted?...

C. Companion Activity

Ask and answer the following questions with your companion. Focus on correctly using *por* and *para*.

1. ¿Por qué Dios nos da mandamientos?
2. ¿Por qué es posible volver con Dios?
3. ¿Por quién sentían los hijos de Mosíah preocupación?
4. ¿Para quiénes son las bendiciones del Evangelio?
5. ¿Para qué aprendemos el Evangelio?
6. ¿Por quién fue bautizado/a usted?
7. ¿Por dónde vive __name of investigator__?
8. ¿Para dónde vamos para nuestra primera cita hoy?
9. ¿Por qué habia mucha confusión durante la Gran Apostasía?
10. ¿Para cuándo necesitamos preparar los informes para el presidente?

D. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ¿Leerá este capítulo ***por** nuestra próxima visita?
   Will you read this chapter by our next visit?
2. Vamos ***por** la iglesia a las 9:30.
   We'll head for the church at 9:30.
3. Dios tiene un plan ***por** nosotros.
   God has a plan for us.
4. Los israelitas estuvieron en el desierto ***para** 40 años.
   The Israelites were in the wilderness for 40 years.
5. Estamos agradecidos ***para** nuestras bendiciones.
   We are grateful for our blessings.
6. Usted es muy importante ***por** Dios.
   You're very important to God.
7. Dios tiene mucho amor ***para** nosotros.
   God has great love for us.
8. El Libro de Mormón fue escrito ***por** nosotros.
   The Book of Mormon was written for us.
9. Cristo pagó el precio ***para** nuestros pecados.
   Christ paid the price for our sins.
10. Cristo enseñó que debemos orar ***para** nuestros enemigos.
    Christ taught that we should pray for our enemies.

E. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two setences that you could use in your teaching today that use the correct form of the word.

Expressing

1. Cristo murió para nosotros.
2. Dios siente preocupación para nosotros.
3. Piense para un momento en su Padre Celestial.
4. Por los miembros de la Iglesia la familia es muy importante.
5. Somos misioneros para dos años.
6. ¿Cómo puede prepararse para su bautismo?
7. Podemos ser salvos por Jesucristo.
8. Cristo sufrió para nuestros pecados.
9. ¿Qué preguntas tiene por nosotros?
10. Dios creó un plan para ayudar a sus hijos a volver con Él.
11. Antes de la misión trabajaba por una compañía telefónica.
12. Para ir a la iglesia hay que pasar por la plaza San Isidro.
13. El Libro de Mormón es una guía por nosotros.
14. Cristo fue crucificado por la gente.
15. Vamos a pasar por su casa el domingo por la mañana.
16. Dios les da a los profetas la autoridad para actuar en su nombre.

F. *Liahona* Activity

Find a conference talk from the *Liahona* that deals with a topic you will soon be teaching and highlight every use of *por* and *para.* Try to determine why each was used, asking others for help as necessary. Then find some sentences from that talk using *por* and *para* that you can use in your teaching. Memorize your sentences and practice using them to teach the topic you have chosen to your companion as if he or she were one of your investigators.



G. Audio Activity

Listen to the clip "4.9 Obedecer la Palabra de Sabiduría." Below are phrases from the clip that use either por or para. Before listening, write on a separate sheet of paper whether you think por or para will be used. Then listen to the clip and check whether what you put is right or wrong. Check your answers. If any are wrong, try to figure out why.

…y es 1.___ eso que a través del profeta José Smith, el Señor reveló una ley de salud…
…y nos enseña qué alimentos y substancias debemos ingerir o evitar 2.___ mantener la salud de nuestro cuerpo…
…puedo entender 3.___ qué el alcohol y las drogas serían malas…
…Nuestro Padre Celestial explica 4.___ qué Él nos ha dado la Palabra de Sabiduría…
…estas substancias son dañinas 5.___ nuestro cuerpo…
…y 6.___ eso, él nos ha dado este mandamiento, 7.___ amonestarnos y 8.___ protegernos…
…considera que el té y el café son malos 9.___ nosotros?...

H. Scripture Activities

1. Memorize 2 Ne. 2:5. As you memorize, pay special attention to how *por* and *para* are used. Write some sentences, also using *por* and *para*, that will help you use this scripture to teach the importance of the Atonement. See answers section for examples. Think of an investigator that could benefit from this scripture and practice teaching your companion as if he or she were that investigator.
2. Read Mateo 20:28. What use of *para* does this verse illustrate? Check your answer. Then write a list of other things Christ came to do. Find scriptures to go along with each item in your list and prepare a lesson for the principle "El ministerio terrenal de Jesucristo" that you could use to teach a new member.

J. Language Study Plan Activities

1. "Learn grammar," bullet 4. Seek out opportunities to practice *por* and *para*. For example, prepare an outline for a principle from the lessons with sentences using *por* and *para*. Teach your outline to a member and get feedback on whether you used *por* and *para* correctly.
2. "Memorize vocabulary and phrases," bullet 7. Find some phrases from the lessons, brochures, the Vocabulary and Phrases section, or another Church resource that use *por* and *para* and that you could use in your teaching. Find other ways to express the same idea or use the ideas expressed by *por* and *para* in the phrases to create phrases about other topics.
3. "Actively listen" bullet 3. One of the best ways to learn the difference between *por* and *para* is to listen to natives. As you listen, make a note of times when natives use *por* when you would have used *para* and vice versa. Get help from your companion or a native speaker to learn why natives use *por* and *para* differently than you would.

K. Online Assessment

To further review this principle, complete the online assessment associated with it.

Gustar

Examples from *Vocabulary and Phrases*

We would like to come by to see how you are doing.	**Nos gustaría** pasar y ver cómo le va.
What **do you like** to do?	¿Qué **le gusta** hacer?
In my free time **I like** to listen to music.	En mi tiempo libre **me gusta** escuchar música.
Would **you like** to learn more about the Book of Mormon?	¿**Le gustaría** aprender más sobre El Libro de Mormón?

Explanation

21a The verb *gustar* is used to talk about likes and dislikes. It actually means **to be pleasing (to someone)**. The word order is reversed when using gustar.

Indirect Object	Verb	Subject
Me	gusta**n**	estas fotografía**s**.

The indirect object is the person or people who like something or to whom something is pleasing. The subject is the person(s) or thing(s) that is/are liked

Examples:

Me **gusta** la música.
I like music.

Me **gusta** el fútbol.
I like soccer.

Forms of Gustar

21b An indirect object pronoun always accompanies *gustar*. This pronoun indicates to **whom** the thing is pleasing (**who** likes something).

me gusta(n) ...	**nos** gusta(n)...
te gusta(n) ...	**os** gusta(n) ...
le gusta(n) ...	**les** gusta(n) ...

Note: To say that you like someone you use the expression *caer bien* (e.g. Ella me cae bien [**I like her**]) instead of *gustar. In these constructions, Caer* is used in the same way as *gustar*.

To Like *Something*

21c If what you like is singular, use *gusta.*

Examples:

Me gust**a** el arte.
I like art.

Me gust**a** la ciencia.
I like science.

If what you like is plural, use *gusta**n***.

Examples:

Me gust**an** las galleta**s**.
I like cookies.

Me gust**an** los deporte**s**.
I like sports.

Note: Include the article with the thing that is liked.

Expressing

To Like *To Do Something*

21d When talking about something you like to do, use ***gusta*** **+ *verb*** *(what you like to do).* The verb is not conjugated.

Examples:	¿Les **gusta jugar** al fútbol americano? *Do you like to play football?*
	Nos **gusta hablar** del Evangelio. *We like to talk about the gospel.*

Adding Emphasis

21e The following prepositional expressions are used for special emphasis:

A mí me gusta(n)...	**A nosotros/as** nos gusta(n)...
A ti te gusta(n)...	**A vosotros/as** os gusta(n)...

The following prepositional expressions are used either for special emphasis or to clarify who you are talking about:

A él **A ella** **A usted**	}	le gusta(n) ...	**A ellos** **A ellas** **A ustedes**	}	les gusta(n)...

Note: When referring to a specific person, you may replace the prepositional pronoun (*él*, *ella*, *ellos*, *ellas*) with the person's name.

Examples:	A **ella** le gusta cantar. *She likes to sing.*	→	A **María** le gusta cantar. *Maria likes to sing.*
	A **él** le gusta la Iglesia. *He likes the Church.*	→	A **Juan** le gusta la Iglesia. *Juan likes the Church.*

Note: To use *gustar* with a noun that is not a name, the definite articles *el* or *la* are used.

Example: **A la niña** le gusta dormir.
The girl likes to sleep.

In the case of *el*: *A + el = Al*.

Example: **Al** *(*a + el*)* **niño** le gusta correr.
The boy likes to run.

Other Reverse-order Verbs

21f In Spanish there are other verbs that are used in the same way as *gustar*:

Verbs	Meaning	*Example*
encantar	*to really like or love something.*	Me **encanta** enseñar. *I really like to teach.*
faltar	*to lack something, to not have something.*	Me **falta** una estampilla. *I'm missing a stamp.*
doler (ue)	*to hurt (to feel pain)*	Me **duele** la cabeza. *My head hurts.*
tocar	*to be one's turn.*	Le **toca** orar. *It's your turn to pray.*
interesar	*to be interesting*	Me **interesan** las noticias. *The news is interesting to me.*
importar	*to matter*	Me **importa** mucho. *It matters a lot to me.*

Others include *agradar*, *disgustar*, *enojar*, *fascinar*, *indignar*, *molestar*, *ofender*, *preocupar*, and *sorprender*.

Activities (see answers on p. 247)

A. Fill in the Blank

On a separate sheet of paper, write down the correct verb form to fill in each blank. Use the present tense unless instructed otherwise. Check your answers.

1. Me ___ (gustar) cantar.
2. A Dios le ___ (agradar) cuando obedecemos.
3. ¿Qué le ___ (gustar) hacer en su tiempo libre?
4. Me ___ (encantar) compartir este mensaje.
5. ¿A quién le ___ (tocar) orar?
6. A veces nos ___ (faltar) ánimos, pero debemos seguir.
7. Todos nosotros le ___ (importar) a Dios.
8. ¿A su amigo le ___ (interesar) la Iglesia?
9. ¿Le ___ (importar) que vengamos cinco minutos antes?
10. ¿A sus vecinos les ___ (gustar) las actividades del barrio?

B. Translation

Translate the following sentences using *gustar* and similar verbs. Check your answers.

1. We would like to begin with a prayer.
2. Joseph Smith lacked wisdom at that time.
3. I love to read the scriptures.
4. What do you (sing. formal) like to do?
5. Whose turn is it to choose the hymn?
6. Does your (pl. formal) friend like to talk about religion?
7. I love learning more about the gospel.
8. My legs hurt from walking so much.
9. I like this scripture a lot.
10. I love to see the temple.
11. Do you (pl. formal) mind if we begin at 5:30?
12. Would your (pl. formal) neighbor be interested in talking to us?

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Me gusta ***leyendo** las historias de las Escrituras.
   I like reading the stories in the scriptures.
2. ¿***Su primo** le gusta estudiar religiones?
   Does your cousin like to study religions?
3. ¿***Es mi toca**?
   Is it my turn?
4. ***Faltamos** tres minutos para empezar.
   We've got three minutes left before we start.
5. Nos ***gustamos** hablar con las personas.
   We like to talk with people.
6. ¿***Quién** le toca?
   Whose turn is it?
7. ***Gusto** esta comida mucho.
   I like this food a lot.
8. Me ***gusta** los himnos sacramentales.
   I like the sacramental hymns.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Cuando faltamos la fuerza, Dios nos ayudará.
2. Nos encanta compartiendo nuestro testimonio.
3. ¿Qué gusta hacer en su tiempo libre?
4. Mi familia le gusta viajar.
5. Me gusta conociendo nuevas personas.
6. ¿Les importa si traemos a un amigo?
7. Nuestra obediencia le agrada a Dios.
8. ¿Es nuestra toca?
9. No importamos si tenemos que esperar un poco.
10. Debemos preguntar: "¿Qué más me falta?"
11. Me gusto leer los discursos de la Conferencia General.
12. José Smith faltaba sabiduría en ese momento.
13. Al hermano García les gusta acompañarnos a las lecciones.
14. ¿Tiene amigos a quienes les interesa la Iglesia?

E. Writing Activity
Using *gustar* and other reverse-order verbs, write as many sentences as you can that you could use in getting to know someone and telling about yourself. Role play situations with your companion in which you use your sentences to get to know an investigator or member better. Get feedback on your grammar.

F. Companion Activity
Using *gustar* and other reverse-order verbs, talk with your companion about your investigators. Talk about their interests, what they like to do, etc. Come up with ways to personalize lessons and make them more meaningful for each individual investigator.

G. Audio Activity
Listen to the clip "Conocer a alguien." Write down the sentences that use *gustar*. Check your answers. Then write down other questions you could ask the invesigators in the clip using *gustar* and other reverse-order verbs. Have your companion or a native speaker check your sentences for correctness.

H. Scripture Activity
Read 3 Ne. 13:5–6 and write down the sentence that uses *gustar*. Check your answer. Then practice sharing this scripture with your companion in the role of one of your investigators. Use the scripture to teach him or her about the importance of personal prayer.

I. Language Study Plan Activities
1. "Actively listen," bullet 1. Listen to how natives use verbs like *gustar, interesar,* and *faltar*. Write down phrases you hear that you could use yourself.
2. "Learn grammar," bullet 2. Using *gustar* and the other verbs mentioned in this lesson, prepare sentences that you can use in your planned activities for the day. Set goals to use them in those activities.

J. Online Assessment
To further review this principle, complete the online assessment associated with it.

Review: Expressing Desire, Need, Preference, etc.

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking about and expressing desire, need, preference, ability, intention or purpose

- Commands
- Common Expressions (*Tener* + *que* + infinitive, *Ir* + *a* + infinitive)
- Present Subjunctive: Noun Clauses
- *Gustar*
- *Por y Para (para)*
- Present: Stem and Spelling Changes (*querer, preferir, poder*)
- Verb + Infinitive (*poder*, *deber*)

Activities (see answers on pp. 247–248)

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 10 errors in it. Check your answers.

Dios quiere que somos felices. Para recibir las bendiciones que Dios tiene por nosotros, tenemos ser obedientes a los mandamientos. Si intentamos a obedecer en todo momento, vamos estar más cerca de Dios y vamos a ser más felices. Obedecer significa que hacemos cosas buenas, pero también significa que dejamos haciendo las cosas que nos alejen de Dios. Si usted quiere tener más felicidad en su vida, ora a Dios y pídele más fuerza para que pueda ser obediente. También debe hace el esfuerzo necesario y tiene fe en que Dios lo ayudará.

B. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 6 errors in it. Check your answers.

Si queremos que Dios contesta nuestras oraciones sobre el Libro de Mormón, necesitamos a hacer algunas cosas. Primero, necesitamos leemos el Libro. Luego debemos meditar sobre lo que hemos leído. Después, necesitamos orar con un corazón sincero y verdadera intención; tenemos demostrar a Dios que realmente queremos que nos dice la verdad. Si hacemos estas cosas, Dios va responder a nuestra oración. Esta promesa es por todos y sé que usted puede recibir las respuestas que busca.

B. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. Compartir su experiencia, por favor.
2. Me gusta muchísimo estos capítulos.
3. Trato ser mejor cada día.
4. Tenemos obedecer esos consejos.
5. ¿Quién le toca leer el próximo versículo?
6. Las pruebas son por nuestro bien.
7. ¿Le gusta aprendiendo sobre las religiones?
8. Voy a intentar a explicar este versículo.
9. Si tiene preguntas, llamarnos.
10. Mi compañero le gusta esta historia.
11. El arrepentimiento me ayuda estar más cerca de Dios.
12. José estaba esperando a recibir una respuesta.
13. Oro antes de empezar leyendo las Escrituras.
14. Si deja fumando, recibirá estas bendiciones.
15. Dios promete a bendecirnos por seguir esto.
16. Estamos aquí por aprender y progresar.
17. Vamos hablar de la obediencia.
18. Necesito a orar antes de recibir una respuesta.
19. Este versículo nos enseña tener fe.
20. Necesitamos ayuda a otras personas.
21. Vamos a terminar leyendo con el versículo tres.
22. Tenemos que elegir a hacer el bien.
23. No hágalo sin orar primero.
24. Por favor, nos diga cuál es su duda.
25. Sé que Dios tiene mucho amor para nosotros.
26. Si queremos que Dios nos contesta, debemos tener fe.
27. Puede dice lo que entiende de ese versículo.
28. No importamos si tiene que llegar un poco tarde.
29. Debemos leer por entender mejor.
30. Faltamos tres versículos para leer.
31. Dios nos quiere confiar en Él.
32. Lo lea usted esta noche.

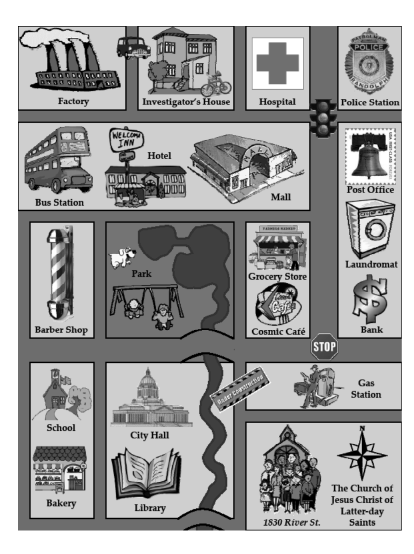
C. Translation

On a separate sheet of paper, translate the following sentences into Spanish. Check your answers.

1. Read (sing. formal) two chapters tonight.
2. I love to see the temple.
3. We are going to talk about repentance.
4. I want to share my testimony.
5. We need to pray in order to receive an answer.
6. I have a question for you (sing. formal).
7. God has blessings for you (pl. formal).
8. I like this chapter a lot.
9. God wants you (sing. formal) to receive blessings.
10. I like to read these chapters.
11. Think for a moment about God's love for you (sing. formal).
12. God wants to bless His children.
13. We learn to have faith through the scriptures.
14. The scriptures teach us to obey the commandments.
15. Study (pl. formal) these verses by our next visit.
16. We want you (pl. formal) to read these chapters.
17. We should be grateful for our blessings.
18. I'm going to offer the prayer.
19. We have to obey.
20. God's plan is for everyone.

D. Companion Activities

1. Using commands and *por* and *para*, use the map to the right to give directions for the following situations:
   - You are meeting with the Gómez family. Give them directions to the church from their house (labeled "Investigator's House" on the map).
   - You meet Brother Martínez outside the factory, where he works. Give directions to him to meet you at the café for lunch.
   - You are contacting in the park and you meet Brother Ruis. He invites you to his house, which is right behind the hospital. What directions would he give you?
   - On preparation day you are making plans for what you are going to do. Give your companion directions in order to fulfill the following to-do list:
     - Email his or her family at the library
     - Make a withdrawal at the bank
     - Get a haircut
     - Go to the grocery store



2. Using verb + infinitive constructions and *tener* + *que*, describe to your companion everything we need to do in order to:
   - Receive eternal life
   - Truly repent of our sins
   - Prepare for baptism
   - Gain a testimony of the Book of Mormon
3. In your next weekly planning session, go over each of your investigators and discuss what their needs are. Discuss how you want to meet those needs. Have your companion give you feedback on how you used verb + infinitive constructions as you discuss these things.

E. Audio Activity

Listen to the clip "1.8 Ore para saber la verdad por conducto del Espíritu Santo." Listen multiple times and write down how the missionaries express what the investigators need to do in order to receive an answer to their prayer about the Book of Mormon (using *tener* + *que* and *ir* + *a* + infinitive, verb + infinitive, and *gustar*). Check your answers. Then change what you wrote down into sentences that you could use to teach one of your investigators to receive answers to his or her prayers. Practice teaching this principle to your companion as if he or she were that investigator and get feedback on your use of these grammar principles.

F. Scripture Activities

1. Read Alma 37:37–40 and write down all the uses of *para* as well as all the verb + infinitive constructions. Check your answers. Prepare a short lesson plan that you could use to teach someone what they need to do to have faith and be guided by the Holy Ghost (using the Liahona as a metaphor for the Holy Ghost). Practice teaching your lesson to your companion or a native speaker and get feecback on how well you used these grammar principles.
2. Find a scripture that uses commands and that you can use to teach one of your investigators. Rewrite the commands to use the *usted* form and practice personalizing the scripture by teaching it to your companion in the role of your investigator. Get feedback on how well you used commands and how well you personalized the scripture.

G. Writing Activities

1. Write a paragraph about what we need to do in order to return to God. Use verbs with infinitives, *tener + que*, *ir + a* + infinitive, and *para* in your paragraph. Then write down the things you mentioned in your paragraph in the form of commands for someone who wants to follow the plan of salvation. Have your companion or a native speaker check what you wrote. See the answers section for examples.
2. Write a series of questions you could use to find out an investigator's likes and dislikes using *gustar*. Think of experiences you have with things you enjoy doing that you can relate to the gospel and write them down as well. Have your companion or a native speaker check what you wrote.
3. Write a paragraph of what you and your companion could say that you want one of your investigators to do (for example, *Queremos que ore con su familia*) and what the purpose of doing that thing is (for example, *para tener el Espíritu en su hogar*). Focus on using present subjunctive correctly and using *para* to express purpose. Underline these grammar principles and give what you wrote to a native speaker to correct it.

Asking about and describing

Actions and Events

Purpose

This function will help you talk about what is happening or what we need to do; for example, what God does for us, or what we do to keep the Sabbath day holy. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- God **calls** prophets to restore truths when they are lost. (Present: Regular)
- We **show** our love for God when we obey. (Present: Stem and Spelling Changes)
- We **go** to church on Sundays. (Present: Irregular)
- God **asks** us to keep His commandments. (Verb Comparisons)
- We are blessed **spiritually** and **temporally** when we pay an honest tithe. (Adverbs)
- **Will** you begin reading the Book of Mormon as a family? (Future)
- God called **Joseph Smith** as a prophet. (Personal *A*)
- Christ visited **them** after His resurrection. (Direct Object Pronouns)
- I gave a copy of the Book of Mormon **to him**. (Indirect Object Pronouns)
- I'll teach **it to you**. (Combined Object Pronouns)
- Heavenly Father will **help** you **to** keep the Word of Wisdom. (Verb + Preposition)
- The prophet **will be speaking** at conference. (Progressive and Present Participles)
- Once you **have read**, will you pray to know if it's true? (Perfect and Past Participles)
- We need to help and support **each other** in the Church. (Reflexives)
- The Book of Mormon **was written** by ancient prophets. (Passive Voice)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

<u>Doctrines from the Lessons</u>

- Heavenly Father Reveals His Gospel in Every Dispensation (What is the pattern of gospel dispensations? What does God do to reveal the gospel to His children?)
- Pray to Know the Truth Through the Holy Ghost (What do we do to learn truth?)
- Our Life on Earth (What are we supposed to do during this life?)
- Atonement (What does the Atonement do for us? What do we do to apply it in our lives?)
- Faith in Jesus Christ (How do we show our faith? How do we exercise it?)
- Repentance (What do we do to repent?)
- Baptism (What happens during baptism?)
- Gift of the Holy Ghost (What does the Holy Ghost do for us?)
- Endure to the End (What do we do to endure to the end?)
- Lesson 4: The Commandments (What actions do the commandments require of us?)
- Service (What can we do to serve others?)
- Teaching and Learning in the Church (What does the Church do for us?)

Tasks from Missionary Vocabulary and Phrase Book

- Conduct a Meeting (What will happen during the meeting?)
- Explain Priesthood Ordinances (What do we do with the Priesthood?)
- Extend Commitment Invitations (What does my invitation really ask them to do? How will I know if they fulfilled the commitment?)
- Help People Resolve Their Concerns (What is keeping them from gaining a testimony?)
- Obtain Referrals (What can members do to prepare their friends?)
- Perform Priesthood Ordinances (What things do I say and do during an ordinance?)
- Plan Daily and Weekly Activities (What are you doing this week?)
- Talk with Everyone (What do they do for work/fun?)
- Teach Others How to Pray (What do we do when we pray?)
- Use the Scriptures (How can someone apply the scripture in his or her life?)

Present: Regular

Examples from *Vocabulary and Phrases*

When **we keep the Sabbath Day holy we receive** joy.	Cuando **santificamos el día de reposo recibimos** gozo.
The Holy Ghost **confirms** the truths the prophets **teach**.	El Espíritu Santo **confirma** las verdades que **enseñan** los profetas.
This knowledge **helps** me when **I need** comfort.	Este conocimiento me **ayuda** cuando **necesito** consuelo.
The Lord **promises** to help us if **we work** hard.	El Señor **promete** ayudarnos si **trabajamos** duro.

Explanation

22a The present tense is used to talk about actions that are occuring in the present, including actions that are in progress. It is the equivalent of saying “we teach the gospel” or “I am walking.” The present tense is also used to indicate when a scheduled activity will take place in the near future, such as “Tomorrow we are teaching the García family.”

In this lesson you will learn how to use three kinds of Spanish verbs:

Verbs ending with *–ar*
Verbs ending with *–er*
Verbs ending with *–ir*

-ar		-er		-ir	
am**ar**	(*to love*)	aprend**er**	(*to learn*)	asist**ir**	(*to attend*)
ayud**ar**	(*to help*)	deb**er**	(*to have to*)	recib**ir**	(*to receive*)
enseñ**ar**	(*to teach*)	le**er**	(*to read*)	viv**ir**	(*to live*)

Actions

Forms of the Present Tense

22b Conjugating *-ar* verbs in present

1. Take the infinitive verb.

habl**ar**

2. Drop the *–ar* ending.

habl-

3. Add the present tense ending that agrees with the subject.

habl**o**	habl**amos**
habl**as**	habl**áis**
habl**a**	habl**an**

Use the following endings to conjugate *-ar*, *-er*, and *-ir* verbs:

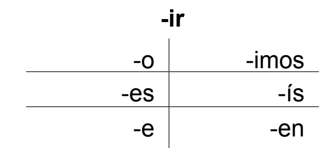
-ar

-o	-amos
-as	-áis
-a	-an

-er

-o	-emos
-es	-éis
-e	-en

-ir



-o	-imos
-es	-ís
-e	-en

Examples:

-ar

Testifico que Dios vive. *I testify that God lives.*	Sentimos el Espíritu cuando **enseñamos** el Evangelio. *We feel the Spirit when we teach the gospel.*
Cuando **oras**, **hablas** con Dios. *When you pray, you talk with God.*	**Escucháis** la voz del Espíritu Santo. *You listen to the voice of the Holy Ghost.*
Sé que Dios nos **ama**. *I know that God loves us.*	Sé que los profetas **predican** la verdad. *I know that the prophets preach the truth.*

-er

Cuando **leo** las Escrituras, siento paz. *When I read the Scriptures, I feel peace.*	**Creemos** en Dios. *We believe in God.*
Aprendes la verdad de Dios. *You learn the truth from God.*	**Comprendéis** la verdad. *You understand the truth.*
Sé que Dios **promete** muchas bendiciones. *I know that God promises many blessings.*	Sé que los profetas **poseen** el sacerdocio. *I know that the prophets hold the priesthood.*

-ir

Sé que **recibo** bendiciones de Dios. *I know that I receive blessings from God.*	Sé que Dios llora con nosotros cuando **sufrimos**. *I know that God weeps with us when we suffer.*
Decides seguir a Dios. *You decide to follow God.*	**Vivís** el Evangelio. *You live the Gospel.*
Sé que Dios **existe**. *I know that God exists.*	Sé que los milagros **ocurren**. *I know that miracles happen.*

Activities (see answers on pp. 248–250)

A. Conjugation

Conjugate the following *–ar* verbs in the present in a verb tree on a separate sheet of paper. Check your answers.

enseñar (to teach)	caminar (to walk)	practicar (to practice)	contestar (to answer)
amar (to love)	estudiar (to study)	trabajar (to work)	escuchar (to listen)
ayudar (to help)	hablar (to speak)		

B. Translation

Translate the following phrases on a separate sheet of paper. Check your answers.

1. I speak
2. You (pl. informal) practice
3. You (pl. informal) help
4. He practices
5. You (sing. formal) listen
6. I answer
7. I walk
8. She listens
9. They teach
10. She works
11. The elders love
12. They help
13. We walk
14. God loves
15. We speak
16. You (sing. informal) study
17. He works
18. You (sing. formal) study

C. Conjugating in Sentences

Say each of the following sentences aloud with the correct present conjugation of the verb in parentheses. Check your answers.

1. [Ellos] (enseñar) la lección.
2. [Vosotros] (amar) a Jesucristo.
3. [Nosotros] (testificar) del Salvador, Jesucristo.
4. [Yo] (amar) a mi compañero.
5. Usted (enseñar) con el Espíritu.
6. Los profetas (actuar) en el nombre de Dios.
7. [Tú] (cantar) muy bien.
8. Dios nos (amar).
9. [Yo] (apreciar) a mi familia.
10. [Nosotros] (estudiar) español.
11. Mi compañero (trabajar) con diligencia.
12. [Él] (restaurar) verdades por medio de los profetas.

D. Conjugation
Conjugate the following *–er* verbs in the present in a verb tree on a separate sheet of paper. Check your answers.

aprender (to learn)
leer (to read)
correr (to run)
comer (to eat)
creer (to believe)
comprender (to understand)
prometer (to promise)
vender (to sell)
beber (to drink)
romper (to break)

E. Translation
Translate the following phrases. Check your answers.

1. I believe
2. You (sing. informal) eat
3. You (sing. informal) break
4. He learns
5. You (sing. formal) read
6. I learn
7. I sell
8. She drinks
9. They promise
10. She understands
11. The elders read
12. You (pl. formal) eat
13. We break
14. They drink
15. We promise
16. You (sing. informal) sell
17. He runs
18. You (formal) believe

F. Conjugating in Sentences
Say each of the following sentences aloud with the correct present conjugation of the verb in parentheses. Check your answers.

1. [Yo] no (vender) el Libro de Mormón.
2. [Vosotros] (creer) la palabra de Dios.
3. [Yo] (aprender) mucho en la misión.
4. [Nosotros] (creer) en Cristo.
5. [Tú] (aprender) muy rápido.
6. Él (correr) todos los días.
7. [Ustedes] (leer) las Escrituras.
8. [Nosotros] (leer) juntos.
9. [Ustedes] (prometer) leer el libro.
10. [Ella] (aprender) español.
11. [Vosotros] no (romper) el convenio.
12. [Tú] (comer) el pan.

G. Conjugation
Conjugate the following *–ir* verbs in the present in a verb tree on a separate sheet of paper. Check your answers.

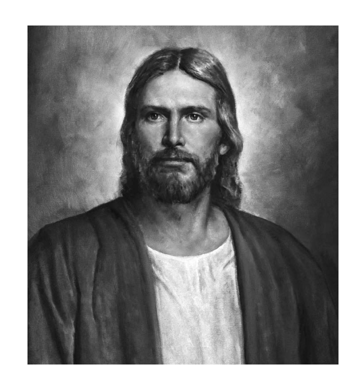
escribir (to write)
recibir (to receive)
vivir (to live)
existir (to exist)
decidir (to decide)
ocurrir (to happen)
abrir (to open)
sufrir (to suffer)
asistir (to attend)
cumplir (to fulfill)

H. Translation
Translate the following phrases. Check your answers.

1. We exist
2. You (pl. informal) decide
3. You (sing. informal) exist
4. He receives
5. You (sing. formal) suffer
6. I open
7. I suffer
8. We open
9. They live
10. It happens
11. The Elders write
12. They fulfill
13. I receive
14. He attends
15. We attend
16. You (sing. informal) write
17. We fulfill
18. You (pl. formal) live

I. Conjugating in Sentences
Say each of the following sentences aloud with the correct present conjugation of the verb in parentheses. Check your answers.

1. Los profetas (recibir) revelaciones.
2. Su vecino (asistir) a la iglesia.
3. [Nosotros] (vivir) en tiempos peligrosos.
4. [Tú] (decidir) quién eres.
5. [Yo] (escribir) a mi familia.
6. [Yo] (vivir) el Evangelio.
7. [Vosotros] (sufrir) por vuestros pecados.
8. [Ustedes] (recibir) bendiciones cuando obedecen.
9. [Nosotros] (asistir) a la iglesia los domingos.
10. [Él] (decidir) lo que enseña.
11. [Ellos] (compartir) su conocimiento.
12. Los profetas (escribir) sus enseñanzas.



J. Dialogue
Complete the following dialogue by filling in the blanks with the correct form of the verb in parentheses. Check your answers.

La fe en Jesucristo
Nosotros 1.___ (reconocer) que es posible regresar a vivir con nuestro Padre Celestial si (nosotros) 2. ___ (depender) de la gracia y la misericordia de Su hijo. Cuando tenemos fe en Cristo, 3. (nosotros)___ aceptar) y 4. (nosotros) ___ (aplicar) Su expiación y Sus enseñazas. Esto 5. ___ (significar) que (nosotros) 6. ___ (confiar) en Él. 7. (Nosotros) ___ (creer) en Cristo y (nosotros) 8. ___ (creer) que Él 9. ___ (desear) nuestra salvación. La fe 10. ___ (impulsar) a las personas a actuar. La fe 11. ___ (conducir) al perdón de los pecados y se 12. ___ (centrar) en Jesucristo.

K. Common Errors
Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Usted ***aprenda** español muy rápido.
   You learn Spanish really fast.
2. Dios ***amar** a todos Sus hijos.
   God loves all His children.
3. La gente ***asisten** a la iglesia.
   People attend church.
4. Mi familia ***viven** en Utah.
   My family lives in Utah.
5. Las misioneras ***estudias** eficazmente.
   The sister missionaries study effectively.
6. Los profetas ***enseñen** la verdad.
   Prophets teach the truth.
7. Yo ***leer** las Escrituras.
   I read the scriptures.
8. Los investigadores ***crees** en Dios.
   The investigators believe in God.

Actions

L. Error Correction
Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Yo sé que Dios exista.
2. Los investigadores viven muy lejos de aquí.
3. Cristo sufre cuando nosotros sufren.
4. Enseñamos y predicar el Evangelio.
5. Dios escucha cuando oramos.
6. La Iglesia no vende el Libro de Mormón.
7. Estudio, medito y orar sobre las Escrituras.
8. Ellos practicamos y estudian.

M. Translation
Translate the following sentences on a separate sheet of paper. Check your answers. As you do this activity, think of specific investigators or teaching situations where you might use the sentences.

1. You (sing. formal) love God.
2. We must obey.
3. Missionaries depend on the Lord.
4. I testify that we have a prophet.
5. You write (pl. formal) questions about the Book of Mormon.
6. We decide to serve the Lord.
7. I share my testimony with everyone.
8. Many people live without the gospel.
9. Do you (sing. formal) believe in God?
10. I teach the gospel by the Spirit.
11. We help our companions.
12. You (pl. formal) speak Spanish with the Lord's help.
13. You (pl. informal) appreciate the Savior.
14. They receive many blessings.
15. We pray in the name of Jesus Christ.
16. God responds when we pray.

N. Audio Activity
Listen to the clip "Usar las Escrituras". Write down at least 10 present tense regular verbs from the clip and check your answers. Then listen again and write down the subject of each verb you wrote down the first time. Check your answers after your finish. Listen to the clip one more time. Write down a summary in Spanish of the conversation between the missionaries and Juan and Rosa.

O. Companion Activity
Ask and answer the following questions with your companion. Answer with complete sentences.

Example: ¿Estudia usted el idioma?
Sí, estudio el idioma todos los días.

1. ¿Cuándo oramos?
2. ¿Cree la gente en Cristo?
3. ¿Escribe cartas a su familia?
4. ¿Cómo enseña su compañero?
5. ¿Cuándo lee la Biblia?
6. ¿Dónde vive el profeta?
7. ¿Estudian las Escrituras los miembros?
8. ¿Qué estudia por la mañana?
9. ¿Asisten los investigadores a la iglesia?
10. ¿Por qué enseñamos el Evangelio?
11. ¿Cómo aprenden el Evangelio los investigadores?
12. ¿Trabajamos diligentemente?
13. ¿Comparte usted su testimonio mucho?
14. ¿Predico yo con poder?

P. TALL VP Activities
1. Turn to the TALL VP book on page 120 “Use the Scriptures.” Look at how the present tense is used for the following verbs: aprender, explicar, leer, significar, compartir. Conjugate these verbs using a verb tree. Check your answers. Translate the following sentences:
   a. I learn from the scriptures. We learn from the scriptures.
   b. The scripture explains that God loves us. The prophets explain the mission of Jesus Christ.
   c. You read the scriptures. I read the Book of Mormon every day.
2. Choose a topic that you will be teaching today and look in the TALL VP book for the A1, E1 and I1 verbs in that topic and conjugate them using a verb tree. Write 5–10 sentences using these verbs that you will use today. Check your answers with the model conjugation in the back of the TALL VP book.

Q. Scripture Activities
1. Turn to 2 Ne. 25:26 in Spanish. There are four regular present tense verbs in this verse (ignore *nos regocijamos*). Write down each verb and check your answers. Have your companion act as a new investigator and personalize the scripture by:
   a. Teaching what the prophets do, as explained in the verse (use the *ellos* form of the verbs)
   b. Sharing what you do as a missionary, using the language in the verse (use the *yo* form)
   c. Using this verse, explain what the current prophet does (use the *él* form)
2. Turn to Heb. 12:6. There are four regular present tense verbs in this verse. Look up any words you don’t know. Think of an investigator who may be going through some trials. Then use this verse and the present tense to teach your companion as if he or she were that investigator about why sometimes we go through difficult times in our life as part of the principle “Dios es nuestro amoroso Padre Celestial” from the first lesson.

R. Language Study Plan Activities
1. “Learn grammar,” bullet 2. Choose 10 verbs that you would like to use throughout the day. Conjugate each verb in the present tense in a verb tree. Then write at least one sentence for each verb and say at least two sentences for each verb. Ask a more advanced Spanish speaker to correct any errors. Memorize these verbs.
2. “Actively listen,” bullet 3. Throughout the day listen attentively to native speakers and try to distinguish when they use present tense. Do you use it in the same way?
3. “Ask others to help you,” bullet 3. Ask others throughout the day to correct your use of present tense and suggest ways in which you could improve.

S. Online Assessment
To further review this principle, complete the online assessment associated with it.

Present: Stem and Spelling Changes

Examples from *Vocabulary and Phrases*

Enduring to the end **includes** doing good works.	Perseverar hasta el fin **incluye** hacer buenas obras.
God **shows** His love for us by calling prophets.	Dios **demuestra** Su amor por nosotros llamando profetas.
What do **you think** is represented by the husbandmen?	¿Qué **piensa** que representan los labradores?
If **I understand** correctly, you feel that...	Si **entiendo** bien, usted siente que...

Explanation

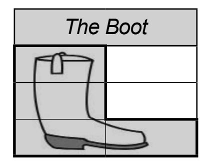
Normally, when conjugating a verb, you only change the ending. For some verbs, you will also change the stem.

Boot Verbs

23a

The following verbs have a stem change on the stressed vowel, which is in the stem. Because the *nosotros* and *vosotros* forms are not stressed in the stem, they do not stem change. Verbs with this behavior are called boot verbs because the stem change forms the shape of a boot on the verb tree.

The Boot



O → UE

recordar *(to remember)*

rec**ue**rdo	recordamos
rec**ue**rdas	recordáis
rec**ue**rda	rec**ue**rdan

poder *(to be able)*

p**ue**do	podemos
p**ue**des	podéis
p**ue**de	p**ue**den

dormir *(to sleep)*

d**ue**rmo	dormimos
d**ue**rmes	dormís
d**ue**rme	d**ue**rmen

Other verbs that follow this stem change

-ar

acordar (to agree to)
acostar (se) (to lie down)
almorzar (to lunch)
aprobar (to aprove)
contar (to count)
demostrar (to demonstrate)
encontrar (to find/meet)
mostrar (to show)
probar (to try)
rogar (to beg)
soñar (to dream)
volar (to fly)

-er

absolver (to absolve)
cocer (to cook)
devolver (to return)
disolver (to disolve)
envolver (to wrap)
morder (to bite)
mover (to move)
resolver (to resolve)
soler (to tend to)
volver (to return)

-ir

morir (to die)

Examples:

Sé que puedo aprender español. *I know that I can learn Spanish.*	*Dios siempre prueba a Sus discípulos.* *God always tries His disciples.*	*¿Sentís el Espíritu?* *Do ye feel the Spirit?*
Cuento con mi compañero. *I count on my companion.*	*Dios demuestra Su amor al darnos familias.* *God shows his love by giving us families.*	*Podéis saber que esto es verdadero.* *You can get baptized in one week.*
Recuerdas todo. *You remember everything.*	*Dormimos muy bien durante la noche.* *We sleep very well during the night.*	*Pueden bautizarse en una semana.* *You can get baptized in one week.*
Encuentras respuestas en las Escrituras. *You find answers in the scriptures.*	*Almorzamos a las 12:00.* *We eat lunch at 12:00.*	*¿Cuándo vuelven ellos?* *When are they coming back?*

23b

E → IE

pensar (*to think*)

p**ie**nso	pensamos
p**ie**nsas	pensáis
p**ie**nsa	p**ie**nsan

querer (*to want*)

qu**ie**ro	queremos
qu**ie**res	queréis
qu**ie**re	qu**ie**ren

sentir (*to feel*)

s**ie**nto	sentimos
s**ie**ntes	sentís
s**ie**nte	s**ie**nten

Actions

Other verbs that follow this stem change

-ar	-er	-ir
acertar (to get it right)	*atender* (to attend to)	*advertir* (to warn/inform)
apretar (to squeeze)	*defender* (to defend)	*arrepentirse* (to repent)
atravesar (to go across)	*encender* (to light)	*convertir* (to convert)
calentar (to heat up)	*entender* (to understand)	*discernir* (to discern)
cerrar (to close)	*extender* (to extend)	*divertir(se)* (to have fun)
comenzar (to begin)	*perder* (to lose)	*herir* (to wound/injure)
confesar (to confess)		*hervir* (to boil)
despertar (to wake up)		*interferir* (to interfere)
empezar (to start)		*mentir* (to lie)
enterrar (to bury)		*preferir* (to prefer)
manifestar (to manifest)		*referir* (to refer)
negar (to deny)		*sugerir* (to suggest)
recomendar (to recommend)		*transferir* (to transfer)
sentar (to sit)		
temblar (to tremble)		
tentar (to tempt)		

Note: *adquirir* (to acquire) changes *i → ie*

Examples:

Quiero enseñar con el poder del Espíritu. *I want to teach with the power of the Spirit.*	Cuando Dios cierra una puerta abre una ventana. *When God closes a door He opens a window.*	Ustedes empiezan cada lección con una oración. *You start each lesson with a prayer.*
Prefiero enseñar con mi compañero. *I prefer to teach with my companion.*	Él piensa mucho en sus hijos. *He thinks about his children a lot.*	Defendéis la verdad. *Ye defend the truth.*
Sé que entiendes. *I know that you understand.*	¿Comenzamos la lección? *Shall we start the lesson?*	Ellos sienten que va a ser difícil cambiar. *They feel that it is going to be difficult to change.*
¿Qué sugieres? *What do you suggest?*	Nunca mentimos. *We never lie.*	¿Negáis el poder de Dios? *Do ye deny the power of God?*

23c

E → I

pedir *(to ask for)*

pido	pedimos
pides	pedís
pide	piden

servir *(to serve)*

sirvo	servimos
sirves	servís
sirve	sirven

seguir *(to follow)*

sigo	seguimos
sigues	seguís
sigue	siguen

Other verbs that follow this stem change

-ir

ceñir (to gird/wear)	*medir* (to measure)
competir (to compete)	*pedir* (to ask for)
derretir (to melt)	*reír(se)* (to laugh)
despedir(se) (to say goodbye)	*rendir* (to produce)
freír (to fry)	*repetir* (to repeat)
gemir (to groan, to whine/wimper)	*servir* (to serve)
impedir (to impede)	*sonreír* (to smile)
investir (to invest/endow)	*vestir* (to dress)

Note: The *e → i* stem change affects *–ir* verbs only.

Examples:

Sirvo por dos años. *I serve for two years.*	Satanás impide nuestro progreso. *Satan impedes our progress.*	Servís al Señor. *You serve the Lord.*
Sigo las reglas. *I follow the rules.*	Ella nos pide ayuda. *She asks us for help.*	Pedís perdón. *You ask for forgiveness.*
Sirves con todo tu corazón. *You serve with all your heart.*	No elegimos al Señor, Él nos elige a nosotros *We don't choose the Lord, He chooses us.*	¿Qué les impide bautizarse? *What keeps you from getting baptized?*
¿Cuánto mides? *How tall are you?*	Cuando oramos, pedimos bendiciones. *When we pray, we ask for blessings.*	Las misioneras sirven durante 18 meses. *Sister missionaries serve for 18 months.*

Spelling Changes

Sometimes the spelling of a conjugated verb changes in order to preserve the original pronunciation of the infinitive form of the verb.

Yo Form

The following spelling changes affect only the *yo* form in the present.

23d **G → J**

proteger (to protect)

protejo	protegemos
proteges	protegéis
protege	protegen

Other verbs that have this same spelling change:

coger (*to seize, to take, to grasp, to grab, to catch*)
corregir (*to correct*)
dirigir (*to direct*)
elegir (*to elect*)
exigir (*to demand, to urge, to require*)
recoger (*to pick up, to gather, to harvest*)

23e **GU → G**

distinguir *(to distinguish)*

distingo	distinguimos
distingues	distinguís
distingue	distinguen

Other verbs that have this same spelling change:

extinguir (*to extiguish*)
conseguir (*to attain, to get, to obtain*)
perseguir (*to pursue, to chase, to be after, to persecute, to prosecute*)
proseguir (*to continue, to carry on*)
seguir (*to follow, to continue*)

23f **C → Z**

ejercer *(to exercise)*

ejerzo	ejercemos
ejerces	ejercéis
ejerce	ejercen

Other verbs that have this same spelling change:

convencer (*to convince*)
esparcir (*to scatter, to spread*)
vencer (*to conquer, to overcome, to defeat*)

Actions

Boot Forms

The following spelling changes affect "boot" forms (*yo*, *tú*, *él*, and *ellos*) forms in the present.

23g **Add Y before O or E**

construir *(to construct)*

construyo	construimos
construyes	construís
construye	construyen

Other verbs that have this same spelling change:

concluir (to conclude)
contribuir (to contribute)
destruir (to destroy)
distribuir (to distribute)
excluir (to exclude)
huir (to flee)
incluir (to include)
influir (to influence)
instruir (to instruct)
sustituir (to substitute)

23h **I / U → Í / Ú**

enviar *(to send)*

envío	enviamos
envías	enviáis
envía	envían

Other verbs that have this same spelling change:

acentuar (to accentuate)
ampliar (to amplify)
confiar (to trust, to confide, to count on)
situar (to situate, to place, to locate)
enfriar (to cool, to chill)
guiar (to lead, to guide)
efectuar (to carry out)
graduarse (to graduate)

Note that not every verb that ends in *–uar* and *–iar* receive a written accent mark. Some common verbs with these endings that do not have this spelling change include *anunciar, averiguar, apreciar, cambiar, copiar, estudiar*, and *limpiar.*

Activities (see answers on pp. 250–251)

A. Conjugation

Conjugate the following stem changing verbs in a verb tree on a separate sheet of paper. Look up any words that you don't know. Check your answers.

O → UE

poder (to be able to)	resolver (to resolve)	dormir (to sleep)	demostrar (to demonstrate)
recordar (to remember)	volver (to return)	mostrar (to show)	costar (to cost)

I → IE

perder (to lose)	querer (to want)	pensar (to think)	preferir (to prefer)
recomendar (to recommend)	empezar (to begin)	sentir (to feel)	manifestar (to manifest)

E → I

elegir (to choose)	impedir (to impede)	pedir (to ask for)	seguir (to follow)
conseguir (to obtain)	servir (to serve)	corregir (to correct)	repetir (to repeat)

***Yo* Form Spelling Changes**

dirigir (to direct)	seguir (to follow)	vencer (to overcome)	corregir (to correct)

Boot Spelling Changes

influir (to influence)	incluir (to include)	confiar (to trust)	efectuar (to carry out, perform)

B. Translation

Translate the following phrases on a separate sheet of paper. Check your answers.

1. We are able to
2. María and José can
3. Juan remembers
4. You (pl. formal) can
5. You (sing. informal) return
6. We show
7. She returns
8. You (pl. informal) sleep
9. You (pl. informal) return
10. We close
11. You (pl. formal) feel
12. Satan lies
13. You (sing. informal) understand
14. You (sing. formal) build
15. They (masc.) lose
16. I want
17. We feel
18. You (pl. formal) prefer
19. The missionary serves
20. You (sing. informal) and I serve
21. He corrects
22. I ask
23. They (fem.) ask
24. It impedes
25. We follow
26. He protects
27. You (sing. formal) choose
28. The bishop directs
29. They (masc.) correct
30. I correct
31. He follows
32. I follow
33. You (sing. formal) overcome
34. We overcome
35. I overcome
36. I direct
37. The Spirit influences
38. We include
39. I influence
40. We trust
41. They (masc.) influence
42. We perform ordinances
43. They perform ordinances
44. He trusts
45. They (masc.) include

C. Conjugating in Sentences

Write on another piece of paper the correct conjugation of the verb in parentheses. Check your answers. Then, say each of the following sentences aloud with the correct conjugation.

1. [Yo] (volver) en dos años.
2. ¿(Poder) ayudarme usted?
3. [Ustedes] (poder) hablar español.
4. [Vosotros] (resolver) vuestras dudas.
5. Los misioneros (defender) la rectitud.
6. Jesucristo (extender) Su brazo de amor.
7. [Nosotros] (sentir) el Espíritu cuando oramos.
8. [Ellos] (preferir) estar juntos.
9. [Yo] (querer) hablar con el presidente.
10. Él (recomendar) el Libro de Mormón.

11. [Usted] no (perder) el Espíritu.
12. El obispo (contar) sus bendiciones.
13. Un testimonio (empezar) con un deseo de creer.
14. Ellas (querer) bautizarse.
15. La madre (vestir) a su hija para su bautismo.
16. [Yo] (servir) a mi compañero.
17. Los padres (corregir) a sus niños.
18. [Nosotros] (seguir) las reglas.
19. [Nosotros] (servir) a los que enseñamos.
20. [Él] (entender) las dudas de los investigadores muy bien.
21. Nada (impedir) la obra de Dios.
22. Los malvados (perseguir) a los justos.
23. [Yo] (dirigir) la reunión.
24. [Yo] (convencer) a mi compañero.
25. [Ella] (vencer) sus pruebas.
26. [Yo] (elegir) el bien.
27. [Yo] (concluir) mis palabras.
28. El Espíritu (influir) en nosotros para bien.
29. Dios (enviar) profetas.
30. [Yo] (seguir) al profeta.
31. [Ellos] (convencer) a la gente.
32. Los profetas (guiar) a la Iglesia.
33. Dios no (excluir) a nadie del plan de salvación.
34. La Expiación (incluir) el sufrimiento y la muerte de Jesucristo.

D. Translation

Translate the following sentences. Check your answers.

1. We don’t understand.
2. The servants of God do not lie.
3. We serve the Lord when we serve others.
4. He can teach by the Spirit.
5. The González family follows the prophet.
6. We sleep from 10:30 to 6:30.
7. They prefer to study the scriptures.
8. I recommend 2 Nephi 2.
9. God directs the Church through a prophet.
10. I want to help my companion.
11. When we serve others, we receive blessings.
12. May I share my testimony?
13. When we die, we return to God.
14. The Church builds temples.

Actions

E. Companion Activity

Take turns asking and answering the following questions, in complete sentences, with your companion.

1. ¿<u>(Name of investigator)</u> entiende la Expiación?
2. ¿Cómo ejercemos el sacerdocio?
3. ¿Qué piensa de aprender español?
4. ¿Cómo podemos mostrar amor?
5. ¿Quién puede ayudarme con el español?
6. ¿Qué quiere estudiar hoy?
7. ¿Sigue usted las reglas de la misión?
8. ¿Cómo defendemos la verdad?
9. ¿Cuándo empieza a estudiar por la mañana?
10. ¿Qué incluye la Expiación?
11. ¿Cómo sienten el Espíritu los investigadores?
12. ¿Quién envía a los profetas?
13. ¿Cómo distinguimos el bien del mal?
14. ¿Quién elige al profeta?
15. ¿Cómo influye el Espíritu en las personas?
16. ¿Qué construye la Iglesia?

Do Something More
Think of your own questions using stem changers and ask and answer them with your companion.

F. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***Encontro** la verdad en las Escrituras.
   I find the truth in the scriptures.
2. No ***recuerdamos** nuestra vida preterrenal.
   We don’t remember our pre-earth life.
3. ¿Cuándo ***empeza** la reunión?
   When does the meeting start?
4. ***Pidimos** bendiciones a Dios.
   We ask for blessings from God.
5. Satanás nos ***tenta**.
   Satan tempts us.
6. En este versículo Enós ***roga** a Dios.
   In this verse Enos pleads with God.
7. El Espíritu ***influe** en nosotros.
   The Spirit influences us
8. Dios ***envia** profetas.
   God sends prophets.

G. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. En este versículo Zeezrom tembla.
2. Si obedecemos no perdemos las bendiciones.
3. Esto demostra el amor de Dios.
4. Los misioneros sierven a Dios.
5. Dios puede resolver su pregunta.
6. Somos felices cuando eligimos el bien.
7. A veces no entendemos todas las razones.
8. Ejerzco mi fe en el Señor.
9. ¿Qué pensan de este versículo?
10. Siento el Espíritu cuando oro.
11. Cuando morimos, vamos al mundo de los espíritus.
12. Eligo hacer lo correcto.
13. Siento paz después de arrepentirme.
14. Sirvimos al Señor.
15. Dios no miente.
16. El presidente dirije la conferencia.

H. Scripture Activities

1. Turn to DyC 101:5. This verse contains three stem changers. Find all of them and conjugate them in a verb tree. Check your answers. Then think of an investigator you are teaching and have your companion act as him or her. Use this verse to teach one of the reasons God gives us trials in this life. You may want to write out what you want to say beforehand.
2. Turn to 2 Ne. 29:7. There are three stem changers in this verse. Find them and check your answers. First, explain to your companion in Spanish what the Lord says in this verse. Then use this verse to teach him or her about the Book of Mormon as if he or she were a new investigator. Get feedback on your use of stem changers.
3. Read Mosiah 2:38, which has four stem changers. Then read Alma 11:37, which has six instances of stem changing verbs (most of which are repeats). Write down the stem changers and check your answers. Both of these verses are about repentance. In Spanish, discuss with your companion how the verses are similar and how they are different in what they teach about Repentance. Think of an investigator who would benefit from a lesson on repentance. Create a short lesson plan for that investigator and include these verses. Have your companion act as that investigator and teach him or her your lesson plan. Focus on your use of stem changers.

I. Preach My Gospel Activity

Page 224 of *Predicad Mi Evangelio* lists the baptismal interview questions. Identify the stem changer used in question 5. Practice asking questions using the stem changer. Write out five other sentences that you can use during a lesson that use this verb. Practice teaching both an individual and a family or group.

J. Language Study Plan Activities

1. "Learn grammar," bullet 2. Write as many sentences as you can which use stem-changers from this lesson. Write sentences that you could use during your teaching or daily activities. Have your companion or a native speaker check them. Use as many of them as you can today.
2. "Memorize vocabulary and phrases," bullet 7. Pick a topic you will teach today and, in the Vocabulary and Phrases section, find the verbs that use the following conjugation patterns: A2, A3, A6, A7, A8, A11, A12, A13, A14, E4, E5, E6, E7, E8, E18, I2, I3, I4, I5, I6, I7, I8, I9, I16, I20. Then, create sentences that use these verbs which you could use when you teach that topic today.

K. Online Assessment

To further review this principle, complete the online assessment associated with it.

Verb Comparisons

Examples from *Vocabulary and Phrases*

Eternal life is **to know** God and Jesus Christ.	La vida eterna es **conocer** a Dios y a Jesucristo.
I like to **play** basketball.	Me gusta **jugar** al baloncesto.
I **ask** Thee to bless my companion.	Te **pido** que bendigas a mi compañero.
When does the bus **leave**?	¿Cuándo **sale** el autobús?

Explanation

Spanish has several verbs which are often confusing for English speakers because they can have the same English translation. They are not interchangeable in Spanish, however. Here are a few of the most common.

To Know

24a

Saber: *to know a fact* or *to know how to do something*. It also means *find out* in the preterit.		vs	**Conocer:** *to know a person* or *to be familiar with something*. It also means *met* in the preterit.	
Sabemos que Dios vive. *We know that God lives.*	**Sé** tocar el piano. *I know how to play the piano.*		**Conozco** al hermano Pérez. *I know Brother Pérez.*	¿**Conoce** esta área? *Are you familiar with this area?*

To Ask

24b

Pedir: *to ask for something.*		vs	**Preguntar:** *to ask for information.*	
Pedimos bendiciones. *We ask for blessings.*	Juan **pidió** el libro. *Juan asked for the book.*		José **preguntó**: ¿dónde? *José asked: where?*	Juan **preguntó** por el libro. *Juan asked about the book.*

Actions

To Leave

24c

Dejar: *to leave something behind*, or *to quit doing something.*		vs	**Salir:** *to leave or exit a place.*	
Dejé mi libro en el cuarto. *I left my book in the room.*	Juan necesita **dejar** de fumar. *Juan needs to quit smoking.*		**Salimos** del cuarto. *We exit the room.*	**Salieron** temprano hoy. *They left early this morning.*

To Play

24d

Tocar: *to play a musical instrument.*		vs	**Jugar:** *to play a game or sport.*	
Sé **tocar** el piano. *I know how to play the piano.*	Ella **toca** bien el violín. *She plays the violin well.*		**Jugamos** al fútbol. *We play soccer.*	Él **juega** al baloncesto. *He plays basketball.*

Activities (see answers on p. 252)

A. Fill in the Blank

On a separate sheet of paper, complete the sentences below by choosing the correct verb and conjugating it correctly. Check your answers.

1. Aprendí a ___ (play) el piano cuando era joven.
2. Dios ___ (knows) a cada uno de Sus hijos.
3. Podemos ___ (ask) bendiciones en oración.
4. Debemos ___ (leave) atrás nuestros pecados.
5. Al bautizarnos, ___ (we leave) nuestra vida anterior.
6. No debemos ___ (play) con las cosas espirituales.
7. Los profetas ___ (know) lo que debemos hacer.
8. (Yo) ___ (know) esta ciudad.
9. José ___ (asked) a qué iglesia debía unirse.
10. El Evangelio nos ayuda a ___ (leave) de las tinieblas.

B. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Si ***preguntamos por** bendiciones, Dios nos contestará.
   If we ask for blessings, God will answer.
2. ¿***Conoce** que Dios es nuestro Padre?
   Do you know that God is our Father?
3. Dios ***sabe** a Sus hijos.
   God knows His children.
4. ¿***Sabe** al hermano Rodríguez?
   Do you know Brother Rodriguez?
5. Llamaremos antes de ***dejar** nuestro apartamento.
   We will call before we leave our apartment.
6. Enós ***preguntó por** perdón a Dios.
   Enos asked for forgiveness from God.
7. Puede ***pedir** a Dios si el Libro de Mormón es verdad.
   You can ask God if the Book of Mormon is true.
8. Vamos a ***salir** un libro con usted.
   We're going to leave a book with you.
9. Para aprender a ***jugar** el piano, tuve que practicar mucho.
   To learn to play the piano, I had to practice a lot.
10. Decidí no ***tocar** fútbol más los domingos.
    I decided not to play football on Sundays anymore.

C. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Decidí pedir a Dios si José Smith fue un profeta.
2. Vamos a dejarle la dirección de la capilla.
3. Sé que la Iglesia es verdadera.
4. Tomé muchas clases para aprender a tocar el violín.
5. Para bautizarse, necesita dejar de beber.
6. Preguntamos a Dios sobre el Libro de Mormón.
7. ¿Sabe nuestra Iglesia?
8. Sé que José Smith fue un profeta.
9. Pedimos en oración si nuestra decisión es correcta.
10. Vamos a dejar nuestro apartamento a las 10:30.
11. ¿Conoce el barrio San Lucas?
12. En la reunión sacramental, alguien toca el órgano.
13. El domingo no jugamos deportes.
14. Vamos a jugar fútbol en la actividad del barrio.
15. Antes de salir para la escuela, oraba con mi familia.
16. ¿Conoce cuándo empiezan las reuniones?

D. Scripture Activity

Go to the Topical Guide or Index in your English scriptures and look up the words "leave," "know," "ask," and "play." Predict which of the two options for that word would be used in each scripture. Check your answers using your Spanish scriptures.

E. Language Study Plan Activities

1. "Actively listen," bullet 3. Listen to how natives use the verbs in these lessons. Write down when they use a different verb than you would have used and find out why.
2. "Learn grammar," bullet 4. Write sentences using each of the verbs from this lesson that you can use for specific teaching appointments. Have your companion or a native check your sentences for correctness.

F. Online Assessment

To further review this principle, complete the online assessment associated with it.

Actions

Adverbs

Examples from *Vocabulary and Phrases*

We must **continually** develop Christlike attributes.	Debemos desarrollar **continuamente** atributos de Cristo.
Basically we believe the same way.	**Básicamente** creemos lo mismo.
Finally, we close in the name of Jesus Christ, amen.	**Finalmente**, terminamos en el nombre de Jesucristo. Amén.
Faith helps us to heal **spiritually** and **physically**.	La fe nos ayuda a sanar **física** y **espiritualmente**.

Explanation

An adverb of manner tells *how* something is done. Things can be done **easily**, **kindly**, **seriously**, **quickly,** etc.

Example: Debemos arrepentirnos ***rápidamente*** de nuestros pecados.
We should quickly repent of our sins.

Note: In English these adverbs end in –ly. The Spanish equivalent of the –ly ending is –mente. Most Spanish adverbs end in –mente.

Formation of the Adverbs of Manner

1. Take an adjective.	**2. Make it feminine** (*if possible*)	**3. Add the ending -mente**
completo *(complete)*	complet**a**	completa**mente** *(completely)*

Examples:

claro	→	clara	→	claramente
inmediato	→	inmediata	→	inmediatamente
directo	→	directa	→	directamente

Dios nos enseña **claramente** cómo recibir el perdón.
God teaches us clearly how to receive forgiveness.

Note: Adverbs of manner do not change in form. Do not try to make them agree with anything.

For some adjectives, the feminine form is the same as the masculine form. In this case, simply add the *–mente* ending to the singular form of the adjective.

Examples:

espiritual	→	espiritualmente
total	→	totalmente
breve	→	brevemente

If there is a series of adverbs, the *–mente* is only added to the last one (*see last example below*).

Examples:

Debemos arrepentirnos **rápidamente** de nuestros pecados. *We should quickly repent of our sins.*	Jesucristo obedeció los mandamientos **completamente**. *Jesus Christ completely obeyed the commandments.*
Tenemos que seguir **fielmente** a Jesucristo. *We have to faithfully follow Jesus Christ.*	Podemos vivir con Dios **eternamente** por medio de la Expiación. *We can live eternally with God through the Atonement.*
Debemos intentar mejorar **continuamente**. *We should continually try to improve.*	La Expiación puede sanar a las personas **física**, **emocional** y **espiritualmente**. *The Atonement can heal people physically, emotionally, and spiritually.*

Activities (see answers on p. 252)

A. Find the Adverb

On a separate sheet of paper, write down the adverbs in each of the following sentences. Check your answers.

1. Somos literalmente hijos de Dios.
2. Debemos vivir el Evangelio plenamente.
3. En la resurrección nuestro cuerpo y espíritu se reunirán eternamente.
4. Jesucristo puede sanarnos, tanto física como espiritualmente.
5. Podemos llegar a ser como Él solamente si guardamos los mandamientos.
6. Las personas deben estar completamente preparadas para el bautismo.
7. Durante nuestra vida estamos separados de Dios físicamente.
8. Si oramos tendremos el Espíritu más abundantemente.
9. Únicamente somos limpios por la gracia de Dios.
10. Sentimos gozo al arrepentirnos diariamente.

Activities

B. Fill in the Blank

On a separate sheet of paper, write the adverb that should go in each blank, using the adjective given. Check your answers.

1. En la oración hablamos abierta y ___ (honesto).
2. Dios nos guiará ____ (constante).
3. ¿Orarán tanto ____ (individual) como en familia?
4. Los diezmos y las ofrendas se pagan ____ (voluntario).
5. Debemos estudiar las Escrituras ____ (diario)
6. El padre y la madre deben ayudarse ____ (mutuo).
7. Participamos ____ (semanal) de la Santa Cena.
8. Si guardamos los mandamientos viviremos ____ (eterno).
9. Podemos disfrutar del Espíritu más ____ (pleno).
10. ___ (real) no entendemos todas las cosas.
11. Dios nos bendecirá ____ (abundante) si pagamos los diezmos.
12. ___ (final) debemos seguir adelante con fe.

C. Translation

On a separate sheet of paper, translate each of the following sentences. Pay attention to word order as well as form. Check your answers.

1. I like teaching a lot.
2. We take the sacrament weekly.
3. I know my companion well.
4. I pray daily to have the Spirit.
5. I really want to learn more about the Atonement.
6. How can you (sing. form.) live the gospel daily?
7. I want to briefly summarize this principle.
8. We should attend the temple regularly.
9. God blesses us temporally and spiritually.
10. We must live the commandments faithfully to receive forgiveness.

D. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***Realamente** creemos en Dios y Su Evangelio.
We really believe in God and His gopel.

2. La oración nos fortalece ***espiritualamente**.
Prayer strengthens us spiritually.

3. Debemos compartir nuestro discurso ***brevamente.**
We should share our talk briefly.

4. ***Actualmente,** somos misioneros por dos años.
Actually, we're missionaries for two years.

5. ¿Está bien si oramos ***antes empezamos** la lección?
Is it all right if we pray before we begin the lesson?

6. Me gusta enseñar con miembros ***mejor** que enseñar solos.
I like teaching with members better than teaching alone.

7. La hermana Pérez vive ***cerca la capilla**.
Sister Perez lives close to the chapel.

8. Me gusta el Libro de Mormón ***mucho**.
I like the Book of Mormon a lot.

9. El hermano Sánchez cree ***firmamente** en la Iglesia.
Brother Sanchez firmly believes in the Church.

10. La tienda está ***en frente la capilla**.
The store is in front of the chapel.

E. Error Correction

Each sentence below is either correct or has one error. On a separate sheet of paper, write down the error in each sentence that has one. If the sentence has no error, write "Correct." Check your answers after you finish.

1. Compartiré mi mensaje brevemente.
2. ¿Usted realmente cree eso?
3. Debemos seguir al Señor constantamente.
4. Actualmente, somos misioneros de la Iglesia.
5. Realamente no sabemos a qué hora es.
6. Nos gusta esta historia mucho.
7. Oró inmediamente después de leer.
8. Los misioneros viven cerca la capilla.
9. Después enseñamos, ofrecemos una oración.
10. Debemos seguir a Cristo fielamente.
11. Dios bendice a las familias espiritualmente y temporalmente.
12. Conozco al hermano Pérez bien.

Do Something More

Think of times when you make similar errors to those in exercises D and E. Write additional sentences that you could use in your teaching today which demonstrate the correct use of the principle.

F. Scripture Activity

Read the following scriptures and write all the adverbs on a separate sheet of paper. Check your answers. Write as many sentences as you can using each adverb. Think about upcoming teaching appointments as you write your sentences.

Alma 9:24
DyC 88:78
DyC 90:24
DyC 97:1
DyC 119:4
Moisés 3:5
Enós 1:3

G. TALL VP Activity

Look up a topic you will be teaching today in Vocabulary and Phrases. Find the adverbs in the vocabulary list and create as many sentences as you can for them. If there are no adverbs listed, find adjectives and turn them into adverbs that you can create sentences with. Use your sentences to practice teaching your companion as if he or she were your investigator.

Example: Principle: The Great Apostasy
Adjective: *espiritual* → Adverb: *espiritualmente*
Sentence: La gente estaba **espiritualmente** perdida durante la Gran Apostasía.

Actions

H. Companion Activity

Remember that one of the roles of adverbs is to tell how something was done. Ask and answer the following questions with your companion. Make sure you use adverbs in all of your answers. After each answer, evaluate whether you could use that sentence in a teaching situation that you have coming up. If so, write it down and memorize it.

Example: ¿Cómo necesitamos tratar a la gente?
Necesitamos tratar **amablemente** a la gente.

1. ¿Cómo debemos orar?
2. ¿Cómo bendice Dios a Sus hijos?
3. ¿Cómo necesitamos trabajar?
4. ¿Cómo debemos creer en Jesucristo?
5. ¿Cómo debemos estudiar español?
6. ¿Cómo necesitamos obedecer?
7. ¿Cómo debemos arrepentirnos?
8. ¿Cómo debemos leer las Escrituras?
9. ¿Cómo debemos esperar respuestas a nuestras oraciones?
10. ¿Cómo necesitamos participar en las reuniones de la Iglesia?

I. Audio Activity

Listen to the clip "3.4 El bautismo, nuestro primer convenio." Write down each of the adverbs you hear and check your answers. Then write sentences about baptism using each of the adverbs in your list and create a short lesson plan for one of your investigators who is progressing towards baptism. Teach your companion your lesson plan and get feedback.

J. Language Study Plan Activities

1. "Memorize vocabulary and grammar," bullet 2. Look and listen for adverbs you haven't heard before. Write down the adverbs and look them up. If appropriate, incorporate them into your speech.
2. "Learn grammar," bullet 3. In Spanish, adverbs are often placed in a different part of the sentence compared to English. Pay special attention to word order in regard to adverbs. Imitate what your hear and read.
3. "Ask others to help you," bullet 2. Ask your companion and native speakers to correct your use of adverbs throughout the day.

K. Online Assessment

To further review this principle, complete the online assessment associated with it.

Future

Examples from *Vocabulary and Phrases*

Next week, **we will discuss** the Atonement.	La próxima semana **hablaremos** de la Expiación.
The obedient **will live** in a state of happiness.	Los obedientes **vivirán** en un estado de felicidad.
Will you pray to God about Joseph Smith?	¿**Orará** a Dios en cuanto a José Smith?
We will have a ward activity on...	**Tendremos** una actividad de barrio el...

Explanation

The future tense is used primarily to refer to what will happen in the future. It is also used to express probability in the present.

Forms: Regular

26a The endings for *-ar*, *-er,* and *-ir* verbs are all the same for the future tense:

Future tense endings

-é	-emos
-ás	-éis
-á	-án

To conjugate verbs in the future tense:

1. Take the infinitive verb.

orar

2. Add the future tense ending that agrees with the subject.

oraré	oraremos
orarás	oraréis
orará	orarán

Actions

Note that the future endings are added directly to the infinitive. Do not drop the infinitive *-ar*, *-er*, *-ir* ending before adding the future ending. Also, note that all of the endings have an accent except the nosotros form (*-emos*).

Examples:		
	Estudiaré las Escrituras cada día. *I will study the scriptures every day.*	Sentiremos el Espíritu. *We will feel the Spirit.*
	Aprenderás la verdad de Dios. *You will learn God's truth.*	Pedid y recibiréis. *Ask and ye shall receive.*
	¿Leerá estas partes del Libro de Mormón? *Will you read these parts of the Book of Mormon?*	¿Orarán acerca del Libro de Mormón? *Will you pray about the Book of Mormon?*

The phrase *ir* + *a* + **infinitive** often replaces the future tense. Example: *Enseñaré.* (**I will teach**) → *Voy a enseñar.* (**I am going to teach.**)

Forms: Irregular

26b With irregular verbs, you must make a change to the stem before adding the future tense ending. There are three kinds of stem changes in the future tense:

Infinitives		Drop the vowel from the infinitive ending.	
caber	→	**cabr–**	cabré, cabr*á*s, etc.
haber	→	**habr–**	habré, habr*á*s, etc.
poder	→	**podr–**	podré, podr*á*s, etc.
querer	→	**querr–**	querré, querr*á*s, etc.
saber	→	**sabr–**	sabré, sabr*á*s, etc.

Infinitives		Replace the final vowel of the infinitive ending with -d-	
venir	→	**vendr–**	vendré, vendr*á*s, etc.
poner	→	**pondr–**	pondré, pondr*á*s, etc.
salir	→	**saldr–**	saldré, saldr*á*s, etc.
tener	→	**tendr–**	tendré, tendr*á*s, etc.
valer	→	**valdr–**	valdré, valdr*á*s, etc.

Infinitives		Use a shortened form of the infinitive.	
decir	→	**dir–**	dir*é*, dir*ás*, etc.
hacer	→	**har–**	har*é*, har*ás*, etc.

Verbs derived from or containing an irregular verb in the future tense (like *hacer*, *poner*, *tener*, and *venir*) will follow the same pattern as the form shown above.

Example:			
	tener	→	**tendré**
	ob**tener**	→	ob**tendré**
	hacer	→	**haré**
	des**hacer**	→	des**haré**

Exception : Verbs containing *decir* follow the same rules as regular verbs.

Example: bendecir bendecir**é**

Note that the irregulars in the future are the same as the irregulars in the conditional.

Using the Future To Speculate

26c

Spanish speakers often use the future tense to speculate or wonder what is happening at the present. When it is clear that a speaker is referring to the present but the future tense is used, it implies uncertainty or probability.

Example:

Los misioneros estar**án** en la capilla.
The missionaries are probably in the chapel

Su hermana tendr**á** 12 años.
His sister is probably 12 years old.

¿Quién ser**á**? (after someone knocks on the door)
Who could that be?

¿Qué estar**án** haciendo?
I wonder what they're doing?

Actions

Activities (see answers on pp. 252–253)

A. Fill in the Blank

On a separate sheet of paper, write the correct future conjugation for each sentence. Check your answers.

1. Esta Escritura nos ___ (ayudar) muchísimo.
2. ¿___ (leer) (usted) el Libro de Mormón con nosotros?
3. ¿Qué bendiciones ___ (recibir) si obedece la Palabra de Sabiduría?
4. Si usted paga sus diezmos y ofrendas, Dios ___ (abrir) las ventanas del cielo para usted.
5. Yo ___ (cumplir) todas mis metas esta semana.
6. Yo ___ (servir) una misión por dos años.

B. Conjugation

Conjugate the following verbs in the future in a verb tree on a separate sheet of paper. Check your answers.

recibir *(to receive)*
ser *(to be)*
haber *(to be, exist, to have [done something])*
poder *(to be able to)*
valer *(to be worth)*
salir *(to leave)*
tener *(to have)*
decir *(to say, to tell)*
bendecir *(to bless)*
hacer *(to make, to do)*

C. Translation

Translate the following sentences on a separate sheet of paper. Check your answers.

1. Will you (sing. formal) read the introduction?
2. They will go to Sunday School after this meeting.
3. Will you (sing. formal) be baptized this Sunday?
4. We will pray after the lesson.
5. Will you (pl. formal) invite an investigator next week?
6. You (sing. formal) will understand the Book of Mormon.
7. Will you (sing. formal) live the Word of Wisdom?
8. Tomorrow we will have preparation day.
9. Today we will talk about the plan of salvation.
10. Will you (sing. formal) pay tithing?
11. Will you (pl. formal) prepare as a family to go to the temple and be sealed?
12. Will you (sing. formal) follow this plan to overcome this addiction?

D. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Si ora, *__saberá__ que este libro es verdad.
   If you pray, you will know that this book is true.
2. Si nos *__prepararemos__, tendremos el Espíritu.
   If we will prepare, then we'll have the Spirit.
3. Creo que *__quererá__ leer este libro.
   I think you will want to read this book.
4. Mañana *__saliré__ para otra área.
   Tomorrow I'll leave for another area.
5. Si usted *__preguntará__, recibirá una confirmación.
   If you will ask, you will receive an answer.
6. ¿Qué *__hacerá__ después de leer?
   What will you do after reading?
7. Si se *__arrepentirá__, Dios perdonará sus pecados.
   If you will repent, God will forgive your sins.
8. Si *__tendrán__ fe, podrán vencer estos obstáculos.
   If you will have faith, you will be able to overcome these obstacles.
9. ¿Cuándo *__venirá__ el obispo?
   When will the bishop come?
10. Quizás no *__haberá__ tiempo este domingo.
    Maybe there won't be time this Sunday.

Actions

E. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. El hermano Benítez nos visitaré mañana.
2. ¿Venirá con nosotros a la iglesia?
3. ¿Usted invitaré a su amigo a la lección?
4. Si usted lee entonces recibirá bendiciones.
5. ¿Cuándo poderá venir con nosotros mañana?
6. Si usted orará Dios le dará una respuesta.
7. Planearemos a las 9 de la noche.
8. Si usted se bautizará verá un gran cambio en su vida.
9. Tendremos una gran recompensa si seguimos el plan de Dios.
10. Si usted servirá a su prójimo sabemos que nuestro Padre Celestial le dará muchas bendiciones.

F. Companion Activities

1. Think of a commitment that you will be extending in an upcoming lesson. With your companion, practice teaching the principle, extending the commitment, and promising blessings. Think about specific blessings that you will promise to the investigator to whom you will extend the commitment. Focus on your use of the future tense.
2. With your companion, think of five commitments that you extend often. Practice extending the commitments in different ways using different verbs in the future tense. Extend each commitment in at least three different ways. Try to use both regulars and irregulars.
3. Tell your companion about some of the goals you will achieve this week. Include both language and personal study goals. Have him or her give you feedback on how well you used the future.
4. As a companionship, plan out the things that you will do to prepare a baptismal service. Focus on using the future tense

5. Ask and answer the following questions with your companion. Answer with complete sentences.

   Example: ¿Cómo mejorará usted su español?
   Mejoraré mi español siguiendo mi plan de estudio.

   a. ¿Cómo irá a la iglesia este domingo?
   b. ¿Qué nos promete el Señor en 1 Ne. 3:7?
   c. ¿Qué hará para preparar el servicio bautismal?
   d. ¿Qué bendiciones recibiré si leo las Escrituras?
   e. ¿Sabe usted que resucitaremos?
   f. ¿Qué hará para dominar el tiempo futuro?
   g. ¿Qué hará para disfrutar más de la compañía del Espíritu?
   h. ¿Cómo hermanarán los miembros a nuestros investigadores?

G. *Preach My Gospel* Activity
Review the principle "La resurrección, el juicio y la inmortalidad" in Lesson 2 in *Predicad Mi Evangelio*. Find all the future verbs and write them down. Check your answers. Think about someone you will be teaching this to in the next couple of days. Practice teaching your companion as if they were that investigator, promising blessings that would be specific to the investigator. Focus on your use of the future tense and using the verbs you pulled out of *Predicad Mi Evangelio*, as well as any others you need.

H. Scripture Activities
1. Read DyC 39:12, 49:26–27 and 84:88. Write down each of the future tense verbs. Check your answers. Then, prepare a lesson that you can teach your companion, or other missionaries during district meeting, that talks about how the Lord will help missionaries in their work and how he or she will be blessed. Teach your companion and get feedback on your use of the future.
2. Read Alma 7:11–12. Think of how to express what Alma is saying in your own words. Then, use the scripture to teach your companion or a member what Alma says. Start off with, "Alma dice…" Get feedback from your companion or the member about how well you expressed what Alma says.

I. Audio Activity
Listen to the clip "2.8 Los reinos de gloria". Write down all the future tense verbs you hear. Check your answers after you finish. Think of an investigator that you could teach this principle to and role play the situation with your companion. Use as many of the verbs that you wrote down as you can.

J. Langauge Study Plan Activities
1. "Actively listen," bullet 1. Listen carefully to how native speakers use the future tense, especially compared to *ir* + *a* + infinitive. When they say something differently than what you would have said, write it down. Imitate the way that natives talk about events in the future.
2. "Learn grammar," bullet 2. Write down some sentences using the future that you can use in your scheduled activities today. Have your companion check your sentences for correctness and role play the situations where you will use them.

K. Online Assessment
To further review this principle, complete the online assessment associated with it.

Personal A

Examples from *Vocabulary and Phrases*

How can we help you to prepare your friends?	¿Cómo podemos ayudarle a preparar **a** sus amigos?
Who else can we invite to attend church?	¿**A** quién más podemos invitar a asistir a la iglesia?
Eternal life is to know God and Jesus Christ.	La vida eterna es conocer **a** Dios y **a** Jesucristo.
Faith gives us the desire to follow Christ.	La fe nos da el deseo de seguir **a** Cristo.

Explanation

27a When an action is directed to a specific person or a specific group of people (such as, "I see my companion"), the preposition *a* is placed before whoever receives that action. Note that it does not have an English translation.

Examples:

Conocemos **a** *Juan*.
We know Juan.

La gente recibe **a** *los misioneros*.
The people receive the missionaries.

El Evangelio bendice **a** *las familias*.
The Gospel blesses families.

The personal *a* is used before *alguien, alguno, ninguno, nadie*, and *todos* when they refer to people.

The personal *a* is **not** usually used:

27b If the person or persons being referred to are non-specific or anonymous.

Example:

Busco un médico.
I´m looking for a doctor. (any doctor)

Actions

27c After *tener*.

Example:

Tengo cinco hermanos.
I have five brothers and sisters.

27d Also, remember that the personal *a* is NOT used when the object receiving the action is not a person or a group of people.

Examples:

Conocemos nuestra área.
We know our area.

Podemos recibir la vida eterna.
We can receive eternal life.

Bendecimos el pan y el agua cada domingo.
We bless the bread and water every Sunday.

Activities (see answers on pp. 253-254)

A. Fill in the Blank

On a separate sheet of paper, complete the sentences below by writing an *a* (or *al*) if there should be one in the blank, and an *x* if there should not be. Check your answers.

1. La gente rechazó ___ Jesucristo.
2. Dios guía ___ (el) profeta.
3. Debemos recordar ___ Dios.
4. Buscamos ___ la respuesta.
5. Buscamos ___ gente para enseñar.
6. Escucho ___ las palabras del profeta.
7. Apoyamos ___ nuestros líderes.
8. Tengo ___ dos hermanos.
9. Amo ___ mi familia.
10. Dios conoce ___ nuestra situación.
11. La gente rechazó ___ la doctrina.
12. Dios envió ___ Jesucristo.
13. Comprendo ___ su problema.
14. Necesitamos ___ la oración.
15. Queremos conocer ___ Dios.

B. Translation

Translate each of the sentences below. Pay special attention to your use of the personal *a*. Check your answers.

1. We invited your (sing. formal) neighbors to church.
2. God prepares His children.
3. I have a wonderful family.
4. I found an answer.
5. We read the words of the prophets.
6. We need Jesus Christ.
7. Prayer strengthens my testimony.
8. We hope for answers.
9. They see the blessings.
10. You (pl. formal) remember your covenants.
11. You accept the covenant.
12. The Holy Ghost comforts people.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Dios envió ***Su Hijo** al mundo.
   God sent His Son to the earth.
2. Amo ***al** Evangelio.
   I love the gospel.
3. Tengo ***a** una familia muy amorosa.
   I have a very loving family.
4. Usted necesita conocer ***a el** obispo.
   You need to meet the bishop.
5. Conozco bastante bien ***a** esta ciudad.
   I know this city pretty well.
6. Dios guía ***los líderes** de la Iglesia.
   God guides the leaders of the Church.
7. Vimos ***su amigo** en la plaza.
   We saw your friend in the plaza.
8. José Smith vio ***Moroni**.
   Joseph Smith saw Moroni.
9. No entiendo ***a** su pregunta.
   I don't understand your question.
10. Vamos a visitar ***a** la capilla para que la conozca.
    We're going to visit the chapel so you can get familiar with it.

Actions

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

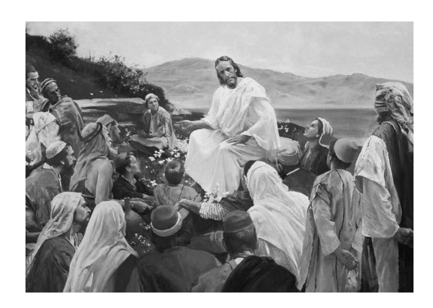
1. Vamos a buscar a un miembro para acompañarnos.
2. Dios confirma las palabras de los profetas.
3. ¿Tiene familiares aquí?
4. Los padres deben proteger sus hijos.
5. ¿Invitará su amigo a la actividad del barrio?
6. Vamos a escuchar a la Conferencia General.
7. ¿Conoce a nuestra Iglesia?
8. Sé que José Smith vio a Dios y a Jesucristo.
9. Tenemos a una familia para ayudarnos.
10. Debemos seguir a el profeta.
11. Dios llama profetas en toda dispensación.
12. Amo la gente de este país.
13. Queremos conocer bien los miembros.
14. La gente crucificó Jesucristo.
15. El obispo autorizó el bautismo.
16. La Expiación salva las personas.

E. Companion Activity

Ask and answer the following questions with your companion. Remember to use the personal *a* in your answer if necessary.

Example: ¿A quién necesitamos servir? A Dios.

1. ¿A quién debemos invitar a nuestra próxima cita?
2. ¿A quiénes debemos servir?
3. ¿Qué necesita __(name of investigator)__?
4. ¿A qué miembros necesitamos visitar?
5. ¿Qué nos enseña Alma en Alma 32?
6. ¿A quiénes visitó Jesucristo en el Libro de Mormón?
7. ¿Qué podemos hacer para acercarnos a Dios?
8. ¿Qué debemos hacer para encontrar a más personas?
9. ¿A quiénes sirvió Jesucristo durante su ministerio?
10. ¿A qué antiguos investigadores necesitamos visitar?



F. Audio Activity

Listen to the clip “1.4 El ministerio terrenal del Salvador.” Write down every sentence using the personal *a* (you may have to listen more than once). Check your answers. Think of a scripture that could supplement the sentences your wrote down. Then use your sentences and the scripture you chose to teach this principle to your companion as if he or she were a new investigator.

G. Scripture Activities

1. The word *a* in Spanish has many uses beyond the personal *a.* Read Efe. 4:11–13. Create a table with one column for uses of the personal *a* and another for other uses of *a.* Check your answers. Then use this scripture to teach your companion the principle “The Savior’s Earthly Ministry” as you would teach a new investigator, focusing on the organization of the Church.
2. Read 1 Ne. 11. Write down notes showing what Nephi saw in this vision. Then use your notes to describe what Nephi saw to your companion. Focus on using the personal *a* correctly. Pick some verses that you could use when teaching one of your investigators and practice describing the content of these verses to your companion in the role of that investigator.

H. Language Study Plan Activities

1. “Actively listen,” bullet 3. The personal *a* can be complex and require a “feel” to know when to use it. The best way to acquire this is to pay close attention to how natives use the personal *a*. As you listen, focus on when they use it differently than you would have and find out why.
2. “Improve your ability to read and write,” bullet 2. Read out loud from the Book of Mormon, other scriptures, or the *Liahona*. Focus on the personal *a* and distinguishing it from other uses of *a.*
3. “Learn grammar,” bullet 2. Go over your lesson outlines and check whether they use the personal *a* correctly. Make any necessary corrections or write new sentences using the personal *a*.

I. Online Assessment

To further review this principle, complete the online assessment associated with it.

Direct Object Pronouns

Examples from *Vocabulary and Phrases*

Our faith in Christ leads **us** to repent.	La fe en Cristo **nos** lleva a arrepentirnos.
We know that the Lord will strengthen **you**.	Sabemos que el Señor va a fortalecer**lo**.
How would Peter react if we invited **him** to attend church?	¿Cómo reaccionaría Pedro si **lo** invitáramos a asistir a la iglesia?
I anoint **you** with this consecrated oil.	**Te** unjo con este aceite consagrado.

Explanation

28a The direct object indicates what or who receives the action of the verb.

Identify a Direct Object

To find what or who receives the action of the verb, we ask the question, "What or who is being ______-ed?"

Example: The missionaries read the scriptures.

What is being **read**? → the scriptures. "The scriptures" are the direct object in this sentence.

Replace a Direct Object

28b To avoid repeating the direct object again and again, replace it with a direct object pronoun.

Examples

¿Por qué leemos **las Escrituras**?
Why do we read the scriptures?

Las leemos para aprender el Evangelio.
We read them in order to learn the Gospel.

Here are the Spanish direct object pronouns:

Direct Object Pronouns				Examples
me	me	**nos**	us	María, sé que Dios **la** conoce personalmente. *Maria, I know that God knows **you** personally.*
te	you (sing. informal)	**os**	you (pl. informal)	Manuel y Dorian, sé que Dios **los** bendecirá por su obediencia. *Manuel and Dorian, I know that God will bless **you** if you obey.*
lo/la	you (sing. formal), him, her, it	**los/las**	you (pl. formal), them	El Evangelio **nos** ayuda a progresar. *The Gospel helps **us** progress.*

Placement

28c The direct object pronoun is always either directly before or directly after the verb. Its position depends on the form of the verb.

BEFORE THE VERB	
Negative command	Conjugated (non-command)
No **las** lea ahora. *Don't read them now.*	**Las** leo. *I read them.*

AFTER THE VERB		
Positive Command	Infinitive	Gerund
Léa**las**. *Read them.*	Quiero leer**las**. *I want to read them.*	Estoy leyéndo**las**. *I'm reading them.*

Note: Notice that when the pronoun goes after the verb, it is attached directly to end of the verb. A written accent may be required on the verb in order to preserve the normal pronunciation.

Example:

¿Podemos superar **el pecado**?
Can we overcome sin?

Sí, podemos superar**lo** por medio de Jesucristo.
Yes, we can overcome it through Jesus Christ.

28d

Before and After

When a conjugated verb is followed by an infinitive verb, the direct object pronoun may either be attached to the end of the infinitive or be placed before the first conjugated verb.

Examples: Quiero leer**las**.
Las quiero leer.

Also, when the verb *estar* is conjugated and followed by the present participle (gerund form of the verb), the direct object pronoun may either be attached to the end of the infinitive or be placed before the conjugated verb *estar*.

Example: Estoy leyéndo**las**.
Las estoy leyendo.

28e

Referring to Ideas

Sometimes the direct object is not a specific noun, but an idea.

What is known? that the church is true.
Ideas like this are always replaced by the pronoun *lo*.

Examples

Sé **que la Iglesia es verdadera**.
I know that the Church is true.

¿Sabe **que la Iglesia es verdadera**?
Do you know that the Church is true?

Sí, **lo** sé.
Yes, I know it.

Activities (see answers on pp. 254–255)

A. Turn Nouns into Pronouns

On a separate sheet of paper write the correct direct object pronoun for the following words. Check your answers.

1. la verdad
2. la hermana Flores
3. las lecciones
4. el libro
5. ellas
6. el investigador
7. los misioneros
8. el presidente Packer
9. las verdades
10. nosotros
11. el maestro
12. la casa
13. yo
14. María

B. Translation

On a separate sheet of paper, translate the following sentences using direct object pronouns. Check your answers.

1. We helped him.
2. It cleanses us.
3. He knows us.
4. We see him.
5. I saw it (the book).
6. We can receive them (blessings).
7. She said it (the truth).
8. We can do it.
9. We build them (temples).
10. We have them. (God's commandments)
11. I'll do it!
12. You (pl. formal) share them (your feelings)
13. God blesses her.
14. They love me.
15. We receive it. (an answer)
16. You (pl. formal) share it (the experience).
17. We overcome them (obstacles).
18. He invites you (sing. formal. masc.).

C. Companion Activity

Ask the following questions with your companion and answer them in complete sentences using direct object pronouns.

Example: ¿Va a compartir su testimonio hoy? Sí, voy a compartirlo.

1. ¿Ayuda usted a su compañero?
2. ¿Dios muestra Su amor?
3. ¿Compartimos nuestros testimonios?
4. ¿Vendemos nosotros el Libro de Mormón?
5. ¿Necesitamos invitar a (name of investigator) a bautizarse?
6. ¿Quién dirige la reunión sacramental?
7. ¿A quién ama Dios?
8. Canta la hermana el himno?
9. ¿Visita Juan a sus padres?
10. ¿Enseñan los profetas la verdad?
11. ¿Necesita la ayuda de Dios ?
12. ¿Sabe que la Iglesia es verdadera?

D. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Sé que el Libro de Mormón es verdadero. Cuando ***leo lo**, siento el Espíritu.
   I know the Book of Mormon is true. When I read it, I feel the Spirit.
2. Queremos volver con Dios. Para lograr ***él**, debemos ser limpios.
   We want to return to God. To achieve it, we must be clean.
3. Las Escrituras son importantes y debemos leer ***ellas** siempre.
   The scriptures are important and we must always read them.
4. Con respecto a las ordenanzas, nadie poseía la autoridad para efectuar ***ellas**.
   As far as ordinances, nobody had the authority to perform them.
5. El templo es muy especial. Visitaremos ***él** este viernes.
   The temple is very special. we will visit it this Friday.
6. Dios ama ***a ustedes** mucho.
   God loves you a lot.
7. Dios revela la verdad. ***Lo** revela por medio de los profetas.
   God reveals the truth. He reveals it through prophets.
8. Dios inspira a los hombres y ***llama los** a su obra.
   God inspires men and calls them to his work.
9. Podemos comunicarnos con Dios. Hacemos ***lo** por medio de la oración.
   We can communicate with God. We do it through prayer.
10. El sacerdocio bendice a las familias y ayuda ***a ellas** a ser fuertes.
   The priesthood blesses families and helps them be strong.

E. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Dios nos creó a Su imagen.
2. La señora García estaba en la actividad. ¿Vio a ella?
3. Dios llama a ellos para ser profetas.
4. Dios ayuda nos a seguir sus mandamientos.
5. Tengo una familia y amo a ella mucho.
6. El Evangelio es verdadero. Sé él con todo mi corazón.
7. El hermano Pérez vive cerca. ¿Conocen a él?
8. Dios nunca nos abondona.
9. Ustedes saben que Dios los ama.
10. Dios bendice a mí mucho.
11. ¿Llamó a su amigo e invitó lo a la actividad?
12. Aprendo mucho del Libro de Mormón cuando leo él.
13. Una mujer tocó el manto de Jesús y Él la sanó.
14. Cristo nos invita a venir a Él.
15. Puede ser difícil obedecer, pero necesitamos hacerlo.
16. Los mandamientos son importantes y debemos guardarlas.

F. Preach My Gospel Activity

Go to *Predicad Mi Evangelio* page 195 and read the three suggested steps to share a scripture with an investigator. Identify direct objects in the steps. Then, teach your companion the steps for sharing a scripture focusing on the use of direct objects.

Actions

G. Companion Activity

With your companion, review your lesson plans for today. Write 10 sentences using direct object pronouns that you can use in your teaching and practice using them. Get feedback from your companion about how well you used direct object pronouns.

H. Scripture Activities



1. Read DyC 14:7. Identify which words are the direct objects. Check your answers. Write out how you could share this scripture, using direct object pronouns where possible.
2. Read Alma 32:37–38. In these verses, Alma introduces a topic and then continually refers to it using direct object pronouns. Write down what the topic is and then write down each instance that a direct object, together with a verb, are used to refer to it. Check your answers. Think of an investigator who could benefit from these verses. Teach your companion about faith using these verses as if he or she were that investigator. Focus on using direct object pronouns to refer to established topics.
3. Using the following scripture list, list the direct object pronouns that are used in each scripture. Next to each pronoun write the noun that it refers to. Check your answers. (Note: The Spanish Bible uses *leísmo*. This means that when a male person or a group of people are direct objects, it refers to them with *le* and *les* instead of *lo* and *los*. The other standard works do not use *leísmo*.) Think of investigators that you will be teaching in the next couple of days and write out how you might share one of these scriptures with them, using direct object pronouns in the same way they are used in the scripture.

   a. 1 Ne. 17:36
   b. DyC 131:1–3
   c. DyC 130:1–2
   d. Alma 5:45–46
   e. Marc. 12:1–9
   f. Jer. 1:5
   g. Amós 8:12
   h. 1 Ne. 19:7–9
   i. DyC 123:12
   j. 2 Ne. 33:1–2

Actions

I. Companion Activity

With your companion, take each topic and then think of as many sentences as you can where that topic can be used as a direct object pronoun.

Example: La familia

La cuidamos. La amamos. Dios la creó. La Iglesia la fortalece. etc.

1. Las Escrituras
2. Los mandamientos
3. Los investigadores
4. El obispo
5. El Evangelio
6. *Predicad Mi Evangelio*
7. Los miembros de la Iglesia
8. El español
9. Los miembros de la familia
10. La verdad

J. Language Study Plan Activities

1. “Actively listen,” bullet 5. Think of questions that your investigators or other people could ask you today and write them down. Then write how you would answer them using direct object pronouns (if possible). Have your companion or a native speaker check your sentences for correctness.
2. “Memorize vocabulary and phrases,” bullet 7. Find sentences that use direct objects in the Vocabulary and Phrases section, the lessons, brochures, etc. Memorize the phrases and set goals to use them. Find other ways to express the same idea in your own words.

K. Online Assessment

To further review this principle, complete the online assessment associated with it.

Indirect Object Pronouns

Examples from *Vocabulary and Phrases*

God gives **us** commandments to protect us.	Dios **nos** da mandamientos para protegernos.
We know that the Lord will strengthen **you**.	**Les** damos la bienvenida a la Escuela Dominical.
Keeping these commitments will bring **you** confidence.	El mantener estos compromisos **le** traerá confianza.
I ask **Thee** to bless my companion.	**Te** pido que bendigas a mi compañero.

Explanation

The indirect object indicates **to whom** or **for whom** something is intended.

Identifying the Indirect Object

29a To find the indirect object, we ask the question, "**To whom** or **for whom**?"

Example: The missionaries teach the lesson to Juan.

To **whom**? → **to Juan**. Juan is the indirect object in the sentence, and receives the direct object (**the lesson**).

Replacing the Indirect Object

29b The indirect object is always introduced with the preposition *a*. To avoid repeating the indirect object again and again, we replace it with an indirect object pronoun.

Examples:

¿**Le** enseñaron la lección **a Juan**?
Did you teach the lesson to Juan?

Sí, **le** enseñamos la segunda lección.
Yes, we taught him the second lesson.

Here are the Spanish indirect object pronouns:

me *me*	**nos** *us*
te *you (singular/informal)*	**os** *you (plural/informal)*
le *him her it you (singular/formal)*	**les** *them you (plural/formal)*

Examples:

Nuestras experiencias terrenales **nos** dan oportunidades para progresar.
Our earthly experiences give us opportunities to progress.

Los misioneros **le** dieron el Libro de Mormón.
The missionaries gave him/her/you the Book of Mormon.

Las Escrituras **me** parecen fascinantes.
The scriptures are fascinating to me.

Placement

29c The indirect object pronoun is always either **directly before** or **directly after** the verb. Its position depends on the form of the verb.

BEFORE THE VERB		AFTER THE VERB		
Negative command	Conjugated (non-command)	Positive Command	Infinitive	Gerund
No **le** enseñe ahora. *Don't teach him/her/you now.*	**Le** enseñamos. *We teach him/her/you.*	Enséñe**le**. *Teach him/her.*	Quiero enseñar**le**. *I want to teach him/her/you.*	Estoy enseñándo**le**. *I'm teaching him/her/you.*

Notice that when the pronoun goes after the verb, it is attached directly to the end of the verb. Also notice that a written accent mark is added to the positive command and the gerund when the pronoun is attached directly to the end of it in order to preserve the original pronunciation of the conjugated verb if the stress falls before the next to last syllable.

29d

Before and After
When a conjugated verb is followed by an infinitive verb the indirect object pronoun may either be attached to the end of the infinitive or be placed before the first conjugated verb.

Example: Quiero enseñar**le**.
Le quiero enseñar.

Also, when the verb *estar* is conjugated and followed by the present participle (gerund form of the verb), the indirect object pronoun may either be attached to the end of the gerund or be placed before the conjugated verb *estar*.

Example: Estoy enseñándo**le**. / **Le** estoy enseñando**.**

Note: Similar to subject pronouns, a phrase introduced by *a* can be added along with an indirect object pronoun if there is a need for clarification or emphasis. In the sentence below, **us** is emphasized.

Example: Dios **nos** da **a** **nosotros** la oportunidad de tomar decisiones.
God gives us the opportunity to make decisions.

Activities **(see answers on p. 255)**

A. Identify the Indirect Object
On a separate sheet of paper, write down the indirect object in each of these sentences. Check your answers.

1. Dios le reveló el Evangelio a Adán.
2. Dios nos promete inspiración si pedimos con fe.
3. La Expiación nos da esperanza.
4. Dios y Jesucristo le hablaron a José Smith.
5. Dios me ha dado las respuestas a mis oraciones.
6. Si ustedes piden con fe, Dios les dará la respuesta.
7. Me encanta ver el templo.
8. ¿Le gustaría ofrecer la primera oración?
9. Dios nos pide que obedezcamos.
10. El arrepentimiento nos permite llegar a ser limpios.
11. Las Escrituras me enseñan acerca de Dios.
12. A veces nos es difícil obedecer.

B. Translation
Translate the following sentences, focusing on using indirect objects correctly. Check your answers.

1. God has provided a plan for us.
2. The Spirit will teach you (pl. formal) what to do.
3. The Atonement allows us to repent.
4. I promise you (sing. formal) that you will be happier.
5. God can give you (sing. formal) the answer you need.
6. Could you (sing. formal) give us your address?
7. Christ spoke to the people about kindness.
8. Jesus gave the apostles authority to act in His name.
9. Christ told Joseph Smith that none of the churches was true.
10. I want to do what God asks me.

C. Common Errors
Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ¿***Quién** le toca hacer la oración?
   Whose turn is it to pray?
2. El ángel ***la** dijo a María que sería la madre de Jesús.
   The angel told Mary that she would be the mother of Jesus.
3. Este pasaje enseña ***nos** que Dios escuchará.
   This passage teaches us that God will listen.
4. ***Mi familia** le gusta jugar deportes.
   My family likes to play sports.
5. Dios promete ***a nosotros** la guía del Espíritu.
   God promises us the guidance of the Spirit.
6. Dios permite ***Sus hijos** pasar por pruebas.
   God allows His children to go through trials.
7. La gente rechazó lo que los profetas ***les** enseñaban.
   The people rejected what the prophets taught them.
8. Vamos a ***enseñarlo** sobre el plan de salvación.
   We're going to teach you about the plan of salvation.
9. Supe que el Espíritu estaba hablando ***a mí**.
   I knew that the Spirit was speaking to me.
10. ¿Qué dijo ***a él** cuando preguntó sobre la Iglesia?
    What did you say to him when he asked about the Church?

Actions

D. Error Correction
Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

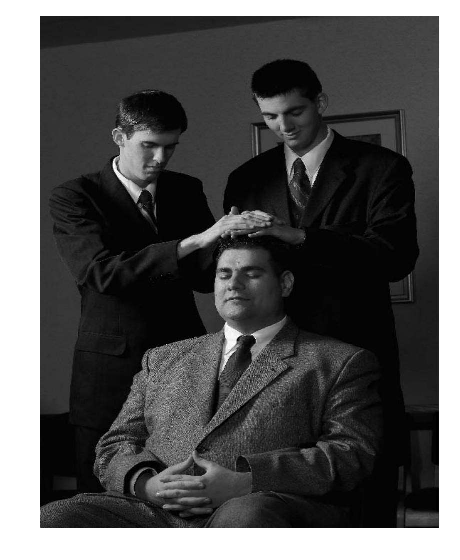
1. ¿Cree que Dios puede contestar a usted?
2. Juan les dio el sacerdocio a José Smith y Oliverio Cowdery.
3. Te damos gracias por el Evangelio.
4. ¿Quién le toca escoger el himno?
5. Dios le reveló a Moisés los Diez Mandamientos.
6. Su amigo dijo a nosotros que quiere saber más.
7. ¿Qué la dijo a la presidenta de la Sociedad de Socorro?
8. Mi compañero le pondrá aceite en la cabeza.
9. Dios muestra nos su amor de muchas maneras.
10. Dios ha dado a nosotros muchas bendiciones.
11. ¿Su vecino le gustaría escuchar nuestro mensaje?
12. El pecado nos impide volver a Dios.
13. Alma les enseñó sobre la fe.
14. José lo preguntó a Dios qué iglesia era correcta.
15. Cristo los dio la autoridad.
16. Dios nos perdona nuestros pecados.

E. Companion Activity
Ask and answer the following questions with your companion using indirect objects and complete sentences.
Example: ¿Qué le dijo Jesucristo a José Smith? → Jesucristo dijo a José Smith que no debía unirse a ninguna iglesia.

1. ¿Qué le dijo Jesucristo a José Smith?
2. ¿Qué le contestó Dios a Enós?
3. ¿Qué le prometió usted a Dios cuando se bautizó?
4. ¿A quiénes les escribieron los profetas del Libro de Mormón?
5. ¿Qué le preguntó José Smith a Dios?
6. ¿Qué les mandó Dios a Adán y Eva?
7. ¿Qué le han enseñado sus padres?
8. ¿Qué nos promete Dios si perseveramos hasta el fin?
9. ¿Qué les vamos a enseñar a nuestros investigadores hoy?
10. ¿Qué les dio Cristo a los apóstoles?

Actions

F. Scripture Activities
1. Read Juan 14:26. Think of an investigator whom you will soon be teaching about the gift of the Holy Ghost. Practice teaching this scripture to your companion as if he or she were that investigator. Personalize the scripture by changing the informal pronouns to formal ones. Get feedback on your use of indirect objects.
2. Read Enós 1:1–8 and write down all of the indirect objects with the verb that goes with them. Check your answers. Then write sentences that you could use to tell this story to an investigator from a third-person point of view, changing the pronouns as necessary. Practice teaching the story to your companion or a native speaker and get feedback on how you used indirect objects.



H. Language Study Plan Activities
1. "Actively listen," bullet 3. Listen for how natives use indirect objects, especially when they use *le* or *les* "redundantly" (i.e. ***Dios le** dijo **a José Smith**...*). Imitate what you hear and write down new phrases you can use.
2. "Learn grammar," bullet 2. Prepare sentences that use indirect objects for your scheduled activities. Have your companion check your sentences. Practice using them throughout the day.
3. "Memorize vocabulary and phrases," bullet 7. Find sentences from the lessons, brochures, or the Vocabulary and Phrases book that use indirect objects and that you can use to teach key gospel principles. Memorize the sentences and find other ways to say the same thing.

I. Online Assessment
To further review this principle, complete the online assessment associated with it.

Combined Object Pronouns

Examples from *Vocabulary and Phrases*

The Lord promises to help us if we ask Him.	El Señor promete ayudarnos si **se lo** pedimos.
We have confidence that you will know how to approach them.	Tenemos la confianza de que usted va a saber cómo decír**selo**.

Explanation

30a

Sometimes a sentence has both a direct and an indirect object:

Example: Nosotros explicamos el mundo de los espíritus (**direct obj.**) al investigador (**indirect obj.**).
We explained the spirit world to the investigador.

You can use both a **direct** and **indirect object** pronoun together in a sentence to avoid repetition:

Example:

Missionary 1: Nosotros le explicamos el mundo de los espíritus al investigador.
Missionary 1: We explained the spirit world to the investigator.

Missionary 2: ¿En serio?
Missionary 2: Really?

Missionary 1: Sí, **se** **lo** explicamos ayer.
Missionary 1: Yes, we explained it to him yesterday.

When using direct and indirect object pronouns in the same sentence:

1. The indirect object is always **before** the direct object.
2. When both of the object pronouns begin with *l-*, the first pronoun (the indirect object pronoun) changes to *se*. That is, both *le* and *les* change to *se* when followed by *lo*, *la*, *los*, or *las*.

Indirect Object:	le	→	**se**	**se** lo
Direct Object:	lo	→	no change	

Note that the meaning of *se* can be clarified by adding *a él*/*ella*/*usted*/*ellos*/*ellas*/*usted*/etc.

Placing the pronouns in the sentence

30b

Before the verb

Indirect Object Pronoun		+	Direct Object Pronoun		+	Verb
me	nos		me	nos		
te	os		te	os		
le → se	les → se		lo/ la	los/ las		

The object pronouns come before the verb for **negative commands** and **most other conjugations**:

Negative Commands	No **se** **lo** digan. *Don't say it to him/her.*
	No **se** **lo** presten. *Don't lend it to him/her.*
All Conjugated Verbs (except for those conjugated in the imperative)	Ellos **se** **lo** enseñan. *They teach it to him/her.*
	Él **me** **lo** dio. *He gave it to me.*

Actions

30c

After the verb

Verb	+	Indirect Object Pronoun		+	Direct Object Pronoun	
		me	nos		me	nos
		te	os		te	os
		le → se	les → se		lo/ la	los/ las

The object pronouns come after the verb for **positive commands**, **infinitives**, and **gerunds**:

Positive Commands	Díga**selo**. *Tell it to him/her.*
	Enséñe**selo**. *Teach it to him/her.*
Infinitive	Quiere decír**telo**. *He/She wants to tell it to you.*
	¿Puede llevár**selo**? *Could you take it to him/her?*
Gerund	Él está diciéndo**noslo**. *He is telling it to us.*
	Ellos están dándo**selo**. *They are giving it to him/her/you.*

Note: Notice that if the pronouns go after the verb, they are attached to the verb and an accent is added to preserve the original pronunciation of the verb.

30d

Conjugated verb + infinitive

If there is a conjugated verb and an infinitive, the object pronouns can go either before the conjugated verb or attached to the end of the infinitive verb.

Examples: ¿Le quiere enseñar la verdad al investigador?
Do you want to teach the truth to the investigator ?

-Sí, **se la quiero** enseñar. *Yes, I want to teach it to him/her/you.*	-Sí, quiero **enseñársela**. *Yes, I want to teach it to him/her/you.*
(Pronoun before the conjugated verb)	*(Pronoun after the infinitive)*

Actions

Activities (see answers on pp. 255-256)

A. Create Combined Object Pronouns

Each of the sentences below has both a direct and an indirect object. Change the sentence so both of the objects are pronouns. Check your answers.

1. Dios nos promete ayuda si pedimos con fe.
2. Dios nos pide que obedezcamos.
3. Los profetas enseñan las revelaciones a la gente.
4. Le demostramos nuestra fe a Dios.
5. Dios me ha dado bendiciones.
6. Dios les dará la respuesta.
7. Le agradecemos nuestras bendiciones.
8. Cristo predicó el Evangelio a los muertos.
9. Jesucristo dio la autoridad a Sus Apóstoles.
10. La Expiación nos da esperanza.
11. Dios le reveló el Evangelio a Noé.
12. Las Escrituras nos indican el camino que debemos andar.
13. Podemos pedirle bendiciones a Dios.
14. ¿Podría darnos su dirección?
15. ¿Puede explicarnos su problema?
16. ¿Cómo mostramos nuestra obediencia a Dios?
17. Dios nos ha proporcionado un plan.
18. Díganos cómo se siente.
19. Dios y Jesucristo le dijeron a José que ninguna iglesia era verdadera.
20. Mi padre estaba dándome una bendición.

B. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ¿*Nos puede *decirlo?
   Can you tell it to us?
2. Estas cosas te *lo pedimos en el nombre de Jesucristo. Amén.
   We ask you for these things in the name of Jesus Christ. Amen.
3. Vamos a *explicárlelo.
   We're going to explain it to you.
4. Dios *les lo mandó.
   God commanded them (to do it).
5. *Agradecémoselo.
   We thank you for it.
6. ¿*Nos puede *leerlo?
   Can you read it for us?
7. ¿Dios les da la autoridad? Sí, se *lo da.
   Does God give them authority? Yes, he gives it to them.
8. ¿Dios nos da bendiciones? Sí, nos *los da.
   Does God give us blessings? Yes, he gives them to us.

C. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. No díganoslo.
2. ¿Dios les dio el sacerdocio? Sí, les lo dio.
3. Le lo hemos explicado.
4. Se lo preguntaremos mañana.
5. Se lo queremos enseñar a usted.
6. Si tiene un problema, díganoslo.
7. Dios nos lo ha dado.
8. La décima parte se la devolvemos a Dios.
9. Nos lo dijeron anoche.
10. Tenía una pregunta, y Dios me lo contestó.
11. Se lo agradecemos mucho.
12. Si tiene una experiencia, cuéntenosla.

D. Companion Activity

Ask and answer the following questions with your companion using combined object pronouns and complete sentences.

1. ¿Jesús les dio pan a los apóstoles?
2. ¿Cómo sabemos el camino a Dios?
3. ¿El Espíritu nos confirma la verdad?
4. ¿Podemos expresar los deseos de nuestro corazón a Dios?
5. ¿Los profetas le enseñan a usted lo que debe hacer?
6. ¿Queremos enseñar la Restauración a la gente?
7. ¿Dios nos manda obedecer?
8. ¿Dios nos da bendiciones cuando obedecemos?
9. ¿Las Escrituras nos enseñan que somos hijos de Dios?
10. ¿Cómo les dio Cristo la autoridad a los apóstoles?

E. Scripture Activities

1. Read Alma 5:45–46. Write down the two phrases that use combined object pronouns. Check your answers. Then use this verse to teach your companion how we receive a testimony. Talk about the scripture from a third-person point of view (for example, **God manifested them to him** instead of **God manifested them to me**). Come up with a plan to share this scripture with one of your investigators.

2. For each of the scriptures below, write the phrase or phrases with combined object pronouns. Then write what both the direct and indirect object pronouns refer to. You may need to read other verses to find the answer. Check your answers.

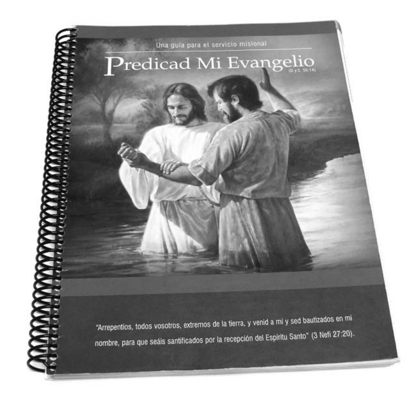
Mateo 16:16–17	1 Juan 3:23
3 Ne. 26: 13	Juan 17:6
Lucas 9:42	Juan 15:16

F. Language Study Plan Activities

1. "Actively listen," bullet 5. Think of some questions that people might ask you today that you could respond to using combined object pronouns. Write out responses to those questions and practice with your companion. (e.g., *Cuándo dieron el Libro de Mormón a Juan? Answer: Se lo dimos el sábado pasado.*)

2. "Learn grammar," bullet 1. Look for examples of combined object pronouns in your *Predicad Mi Evangelio* and scriptures. Be sure to distinguish between the *se* that is used as an indirect object and the *se* that is used for reflexive constructions in sentences such as *Se lavó las manos – Se las lavó*).

3. "Memorize vocabulary and phrases," bullet 7. Memorize some of the scriptures from activity F and practice sharing them with your companion according to the principles in Chapter 10.



G. Online Assessment

To further review this principle, complete the online assessment associated with it.

Actions

Verb + Preposition

Examples from *Vocabulary and Phrases*

Please help us to be obedient.	Por favor **ayúda**nos **a** ser obedientes.
In order to be baptized you need to stop smoking.	Para bautizarse usted necesita **dejar de** fumar.
Did you begin reading the Book of Mormon?	¿**Empezó a** leer el Libro de Mormón?
We must be forgiven of our sins to enter God's presence.	Debemos ser perdonados de nuestros pecados para **entrar en** la presencia de Dios.

Explanation

Some verbs in Spanish are followed by a specific preposition (*a*, *con*, *de*, *por*, etc.) for their most common meanings. When learning a new verb, it is best to learn any preposition that goes with it at the same time.

The following lists some of the most common verbs that require prepositions along with their meaning when used with a particular preposition. Note that this list is not comprehensive. As you learn new verbs that are followed by a preposition, add them to your personal study list.

Verbs followed by *a*

31a

Preposition	Meaning	Examples
aprender a	*to learn how to*	**Aprendo a** hablar español. *I am learning to speak Spanish.*
asistir a	*to attend*	**Asisto a** la iglesia. *I attend church.*
ayudar a	*to help (to)*	**Ayudo** a mi compañero **a** enseñar. *I help my companion teach.*
comenzar a	*to begin to, to start to*	**He comenzado a** leer. *I've started reading.*
empezar a	*to begin to, to start to*	**Empezó a** llover. *It started to rain.*
enseñar a	*to teach to*	**Le enseñamos a** orar. *We taught him how to pray.*
ir a	*to go to*	**Voy a** la cafetería. *I'm going to the cafeteria.*

Verbs followed by *con*

31b

casarse con	*to marry*	José **se casó con** María. *José married María.*
cumplir con	*to fulfill, to obey*	**Cumplieron con** su objetivo. *They fulfilled their objective.*
encontrarse con	*to meet, to run into*	Nos **encontramos con** la familia Castillo. *We met the Castillo family.*
enojarse con	*to get mad at*	El hombre **se enojó con** nosotros. *The man got mad at us.*
soñar con	*to dream about*	**Soñé con** el día de mi bautismo. *I dreamed about the day of my baptism.*

Verbs followed by *de*

31c

acabar de	*to have just ____-ed*	**Acabo de** llegar a la misión. *I just arrived in the mission.*
acordarse de	*to remember*	**Me acordé de** nuestra cita. *I remembered our appointment.*

alegrarse de	*to be glad about*	**Nos alegramos de** su bautismo. *We are happy about your baptism.*
dejar de	*to stop/quit*	Pedro **dejó de** fumar. *Pedro quit smoking.*
depender de	*to depend on*	**Dependemos de** la gracia de Dios. *We depend on the grace of God.*
disfrutar de	*to enjoy*	**Disfrutamos de** la compañía del Espíritu. *We enjoy the companionship of the Spirit.*
parar de	*to stop, to quit*	Pedro **paró de** hablar. *Pedro stopped talking.*
terminar de	*to finish ____ -ing*	**Terminé de** trabajar. *I finished working.*
tratar de	*to try*	**Tratamos de** ayudar a la señora. *We tried to help the lady.*

Verbs followed by *en*

31d

confiar en	*to trust*	**Confío en** usted. *I trust you.*
entrar en	*to enter*	**Entramos en** la casa. *We entered the house.*
fijarse en	*to look at, to check out*	**Me fijé en** el cartel. *I looked at the sign.*
pensar en	*to think about*	**Pienso en** la obra. *I think about the work.*

Verbs followed by *por*

31e

esforzarse por	*to make an effort to*	**Nos esforzamos por** aprender la lengua. *We make an effort to learn the language.*
pasar por	*to pass by, to drop by (a place)*	**Pasamos por** la casa de Luisa. *We passed by Luisa´s house.*
preocuparse por	*to worry about*	**Se preocupan por** sus hijos. *They worry about their children.*

Verbs that do not use prepositions

31f

Some verbs need a preposition in English, but **not** in Spanish.

agradecer	*to thank for, to be grateful for*	**Le agradecemos** nuestras bendiciones. *We thank Thee for our blessings.*
buscar	*to look for*	**Busqué** mi agenda. *I looked for my planner.*
escuchar	*to listen to*	**Escucho** la Conferencia General. *I listen to General Conference.*
esperar	*to wait for, to hope for*	**Esperamos** el autobús. *We waited for the bus.*
mirar	*to look at*	**Miró** su reloj. *He looked at his watch.*
pedir	*to ask for*	**Pedimos** bendiciones. *We ask for blessings.*

Activities (see answers on p. 256)

A. Fill in the Blank

On a separate sheet of paper, write the correct preposition to complete each sentence using the verbs given. If no preposition is required, write an *x*. Check your answers.

1. Tenemos que aprender ___ obedecer.
2. Me encanta escuchar ___ las palabras del profeta.
3. Acabo ___ terminar el Libro de Mormón otra vez.
4. ¿Asistirá ___ la iglesia este domingo?
5. Gracias por cumplir ___ sus compromisos.
6. Podemos pedir ___ las bendiciones que necesitamos.
7. La oración nos ayuda ___ acercarnos a Dios.
8. Necesita dejar ___ beber antes de bautizarse.
9. Para la salvación, dependemos ___ Cristo.
10. Piense ___ sus bendiciones.
11. Podemos buscar ___ las respuestas en las Escrituras.
12. Ore antes de comenzar ___ estudiar.
13. Mi madre me enseñó ___ orar cuando era niño.
14. Me alegro ___ su progreso.
15. Necesitamos esperar ___ las respuestas.
16. Nos encontramos ___ su amigo en el mercado.

B. Translation

Translate each of the sentences below using the verbs from this lesson. Pay special attention to using the correct preposition. Check your answers.

1. Prayer helps me obey.
2. Joseph Smith was looking for the truth.
3. I just called the bishop.
4. We will go to the activity at 6:00.
5. Our blessings depend on our obedience.
6. You fulfill your (sing. formal) commitments.
7. We need a recommend to enter the temple.
8. When I finish reading, I pray.
9. We hope to see your (sing. formal) friend today.
10. We're going to teach you (pl. formal) to pray.
11. We should try to become like Him.
12. We try to improve each day.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Confío ***el Señor.**
   I trust the Lord.
2. Aprendí ***cómo** orar cuando era pequeña.
   I learned how to pray when I was little.
3. Después de leer, empecé ***orar**.
   After reading, I started to pray.
4. Después de que terminemos ***enseñar**, ¿hará la oración?
   After we finish teaching, will you say the prayer?
5. Nuestra salvación depende ***en** aceptar la Expiación.
   Our salvation depends on accepting the Atonement.
6. Puede pedir ***por** ayuda a Dios.
   You can ask for help from God.
7. Trato ***ser** como Cristo.
   I try to be like Christ.
8. José ***asistió** muchas iglesias.
   Joseph attended many churches.
9. Tenemos que esperar ***por** la respuesta.
   We have to wait for the answer.
10. Debemos buscar ***por** conocimiento por la fe.
    We must seek for knowledge by faith.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the verb + infinitive phrase.

1. Estoy aprendiendo cómo hablar español.
2. Nos alegramos estar aquí.
3. Trate comprender el capítulo.
4. Vamos a asistir juntos a la actividad de la rama.
5. Cuando miro a las creaciones del Señor, siento gratitud.
6. Te pedimos salud.
7. Dios puede ayudarnos creer.
8. Empecé a comprender el amor que Dios tiene.

9. Cuando deje de fumar, puede bautizarse.
10. Tiene que asistir las reuniones antes de bautizarse.
11. Nuestra felicidad depende en nuestra obediencia.
12. Necesitamos escuchar las palabras de nuestros líderes.
13. Acabamos de hablar con sus vecinos.
14. Los que obedecen disfrutan paz de conciencia.
15. Me acuerdo bien de mi bautismo.
16. Moroni cumplió con los mandamientos del Señor.

E. Create Sentences

Using your dictionary and the verbs below, create as many sentences as you can that you could use in your teaching. Make sure you use the correct preposition if one is required.

Example**:** tratar – Trato de aprender más cada día; Tratamos de ser totalmente obedientes, etc.

1. aprender
2. asistir
3. enseñar
4. empezar
5. cumplir
6. dejar
7. depender
8. terminar
9. escuchar
10. pedir
11. ir
12. buscar
13. acordarse
14. mirar
15. acabar
16. disfrutar
17. alegrarse
18. entrar
19. agradecer
20. pensar

F. *Preach My Gospel* Activity

Read through the principle "La restauración del Evangelio de Jesucristo por conducto de José Smith" in *Predicad Mi Evangelio*. Write down all the verbs you find from this lesson as well as the preposition that goes with each of them, if it is required. Check your answers. Then use the verbs you wrote down and any others from this lesson to create your own sentences that you can use to teach this principle to a new investigator. Practice teaching your companion using your sentences and get feedback.



G. Scripture Activity

For each of the scriptures below, find and write down the verb(s) from this lesson that it contains, as well as the preposition that goes with it if it is required. Check your answers. Then write a sentence using the verb about the same subject as in the scripture. Make sure you could use each sentence in a teaching situation.

Mos. 4:19	3 Ne. 14:11
DyC 105:3	Mos. 18:8
Mos. 4:15	DyC 84:85

H. Language Study Plan Activities

1. "Actively listen," bullet 3. Listen to the prepositions that natives use with certain verbs. When they use a different preposition than you would or don't use a preposition where you would use one, write it down. Use your dictionary to help you know which verbs use which prepositions, and which verbs don't use any.
2. "Memorize vocabulary and phrases," bullet 1. Find phrases from the lessons, scriptures, brochures, and other materials that use the verbs from this lesson and have to do with a specific topic you will be teaching to one of your investigators. Use the phrases you find as patterns to create other phrases.
3. "Learn grammar," bullet 2. Go over your lesson outlines and check for errors like the ones in activities C and D. Have your companion or a native speaker help you correct them. Practice your improved lesson plan with your companion.

I. Online Assessment

To further review this principle, complete the online assessment associated with it.

Progressive and Present Participle

Examples from *Vocabulary and Phrases*

Here the prophet ... **is teaching** the people.	Aquí el profeta ... le **está enseñando** a la gente.
When we give service to others, **we are serving** God.	Cuando damos servicio a otros **estamos sirviendo** a Dios.
What **are you studying**?	¿Qué **está estudiando**?
In order to be baptized you need to **continue living** the law of chastity.	Para bautizarse usted necesita **continuar viviendo** la ley de castidad.

Explanation

32a The progressive communicates that an **action is in motion** or that **something is being done** at a specific moment in time.

Examples:

¿**Están estudiando** las Escrituras diariamente?
Are you studying your scriptures daily?

Cuando hacemos lo justo, **estamos siguiendo** el ejemplo de Cristo.
When we choose the right, we are following Christ's example.

Form

32b Combine a present participle after a conjugated form of *estar*, *seguir*, or a verb of motion (e.g., *ir*, *venir*, etc.).

Note: *Estar* works with all present participles. *Seguir*, *ir*, *venir*, etc., work only with select present participles.

Present Participle

To form the present participle:

1. Take the infinitive verb.	**2.** Drop the infinitive ending.	**3.** Add the corresponding past participle ending.
or**ar**	or-	or**ando**

-*ar* verbs add -**ando** to the end
-*er* and -*ir* verbs add -**iendo** to the end.

Stem-Changing Present Participles

32c All -*ir* verbs that have a stem-change in the *él* and *ellos* forms in the preterit have the same stem-change in the present participle.

-e- to -i-			-o- to –u-		
p**e**dir	→	p**i**diendo	d**o**rmir	→	d**u**rmiendo
s**e**guir	→	s**i**guiendo	m**o**rir	→	m**u**riendo
s**e**rvir	→	s**i**rviendo	p**o**der	→	p**u**diendo

Spelling Changes in the Present Participles

32d Some -*er* and -*ir* verbs have a spelling in the present participle. This happens when the -*er* or the -*ir* is immediately preceded by another vowel. The -*i*- of the present participle -*iendo* ending changes to -*y*- when it is between to other vowels.

-e- and -i- to -y-		
cr**ee**r	→	cre**y**endo
destr**ui**r	→	destru**y**endo
incl**ui**r	→	inclu**y**endo
l**ee**r	→	le**y**endo

Estar + Present Participle

32e

Present

estoy	estamos		
estás	estáis	+	Present Participle
está	están		

Example: **<u>Estamos enseñando</u>** la primera lección.
We are teaching the first lesson.

32f

Past (Imperfect)

estaba	estábamos		
estabas	estabais	+	Present Participle
estaba	estaban		

Example: **<u>Estábamos estudiando</u>** las Escrituras.
We were studying the scriptures.

32g

Future

estaré	estaremos		
estarás	estaréis	+	Present Participle
estará	estarán		

Example: **<u>Estarán caminando</u>** mucho mañana.
They will be walking a lot tomorrow.

Actions

Note: The progressive can be used to communicate with any verb conjugation or tense, but is most common with the present and the imperfect.

Note: Spanish often uses the present tense to express what English normally uses the present and future progressives to say.

Examples: ¿Qué **<u>haces</u>**?
What <u>are you doing</u>?

<u>Voy</u> a la iglesia mañana.
<u>I'm going</u> to church tomorrow.

Note: Progressive forms are NOT used in the present to refer to the future in Spanish like they are used in English.

Example: **<u>Salimos</u>** mañana.
<u>We are leaving</u> tomorrow.

Activities (see answers on pp. 256-257)

A. Create the Present Participle

Write the present participle of each of the verbs given. Check your answers.

1. aprender
2. hablar
3. obedecer
4. decir
5. dormir
6. sentir
7. escuchar
8. servir
9. hacer
10. leer
11. recibir
12. caer

B. Translation

Translate the following sentences using the progressive tenses. Check your answers.

1. We can feel that what we are learning is true.
2. When we serve others, we are serving God.
3. Many people are searching for truth.
4. We will be teaching someone at that time tomorrow.
5. While I was praying, I could feel the Spirit strongly.
6. You are progressing more each day.

7. You (sing. formal) are keeping your commitments.
8. Lehi called for his family as he was eating the fruit.
9. When we are going through trials, we need to remember God.
10. Are you reading every day?
11. If you (sing. formal) are living righteously, you will feel the Spirit.
12. As I read, I think, "What is the Spirit telling me?"

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***Somos** hablando con las personas sobre el plan de Dios.
   We're talking with people about God's plan.
2. ***Estábamos** leyendo por medio hora.
   We were reading for a half hour.
3. El lunes ***estamos hablando** de la Palabra de Sabiduría.
   Monday we're talking about the Word of Wisdom.
4. Usted ***es** progresando mucho.
   You are making a lot of progress.
5. ***Estamos yendo** a la casa de nuestro investigador.
   We're going to our investigator's house.
6. ***Está asistiendo** a la actividad mañana?
   Are you attending the activity tomorrow?
7. ***Soy** aprendiendo más y más.
   I'm learning more and more.
8. Ustedes ***están bautizándose** el sábado.
   You are getting baptized on Saturday.
9. Eso indica que está ***sentiendo** el Espíritu.
   That tells you that you are feeling the Spirit.
10. Cuando Jesús regresó, los apóstoles estaban ***dormiendo**.
    When Jesus came back, the apostles were sleeping.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. La semana que viene estamos enseñando de la fe.
2. Está mejorando cada vez más.
3. Mientras estamos ayunando, también debemos orar.
4. Estoy leyendo en Nefi ahora mismo.
5. Estaremos enseñando a la familia Ruis a esa hora.
6. Cuando oro, sé que Dios es escuchando.
7. ¿Son orando todos los días?
8. Mi hermano está serviendo en Ecuador.
9. Debemos preguntar: "¿Qué estoy haciendo bien?"
10. Esta tarde están asistiendo a una actividad del barrio.
11. Soy aprendiendo español y necesito su ayuda.
12. En este capítulo Alma es hablando de la fe.
13. Estamos yendo a su bautismo ahora.
14. Están viniendo ahora mismo a la actividad.
15. La gente estaba caiendo en apostasía.
16. Jesús estuvo ayunando durante 40 días.

E. Writing Activity

Using the progressive tenses, write down everything you can think of that the Church is doing to further God's work (for example, *La iglesia está construyendo templos en todo el mundo*). Have your companion or a native speaker review your sentences for correctness. Pick out some sentences that you can use in upcoming lessons.

F. Companion Activity

Discuss your investigators as a companionship. Using the progressive tenses, talk about all the things they are doing to progress (for example, *La familia Sánchez está orando como familia todos los días*) and things they are not doing that would help them progress (for example, *El señor García no está asistiendo a todas las reuniones dominicales*). Come up with ways to help your investigators start or continue doing things that will bring them to Christ.



G. Companion Activity

As a companionship, go over your plans from yesterday. Use progressive tenses to describe what you were doing at each hour of the day (for example, *A las seis estábamos pidiendo referencias a la familia Márquez)*. Then do the same thing to describe what you will be doing at each hour of the day tomorrow (for example, *A las 11:30 estaremos enseñando a la familia Mendoza*).

H. Scripture Activities

1. Find five scriptures that you will share in upcoming lessons. With your companion, practice using progressive tenses to give the background of the scriptures (for example, *En este versículo, Alma está hablando a personas que fueron desechadas de las sinagogas*). Get feedback on how well you used progressive tenses.

2. Read Alma 43:45–46 and write down all of the sentences that use progressive tenses. Check your answers. Then, create a plan for using this scripture to teach one of your investigators a lesson on the importance of the family. Practice teaching your lesson plan to your companion as if he or she were that investigator. Get feedback on how well you used progressive tenses.

I. Language Study Plan Activities

1. “Actively listen,” bullet 1. Spanish speakers do not use progressive tenses as much as English speakers. Listen carefully to how natives use progressive tenses and imitate them. Make notes of things to study and practice. Also, note and imitate what they use instead of progressive tenses.

2. “Memorize vocabulary and phrases,” bullet 7. Find simple statements containing progressive tenses in the lessons, brochures, or *Vocabulary and Phrases* book. Memorize the statements and find other ways to express the same ideas.

I. Online Assessment

To further review this principle, complete the online assessment associated with it.

Perfect and Past Participles

Examples from *Vocabulary and Phrases*

God **has called** a prophet in our day.	Dios **ha llamado** a un profeta en nuestros días.
I've had the same kind of questions.	Yo **he tenido** las mismas preguntas.
Heavenly Father **has prepared** a plan for us.	Nuestro Padre Celestial **ha preparado** un plan para nosotros.
In the temple, members perform ordinances for those who **have died**.	En el templo, los miembros realizan ordenanzas por aquellos que **han muerto**.

Explanation

Perfect tenses are used to express the idea of having done something at a specific point in time (*had done, would have done, have done, will have done, etc.*). The action or event began prior to the specific point in time and continues or is expected to continue into a specific point in time, or has results that bear upon a specific point in time.

Form

33a The perfect tenses are formed by combining a conjugated form of *haber* followed by the past participle of the verb.

Past Participle: Regular

To form the past participle:

1. Take the infinitive verb.	2. Drop the infinitive ending.	3. Add the corresponding past participle ending.
or**ar**	or-	or**ado**

Endings	
-AR	*-ER/-IR*
-ado	**-ido**

Past Participles: Irregular

33b Here is a list of some common irregular past participles, and the infinitive verb they come from in parentheses. It's best to memorize these forms.

abierto	**cubierto**	**dicho**	**escrito**	**hecho**	**muerto**	**puesto**	**roto**	**resuelto**	**visto**	**vuelto**
(abrir)	(cubrir)	(decir)	(escribir)	(hacer)	(morir)	(poner)	(romper)	(resolver)	(ver)	(volver)

Examples:

Cristo **ha hecho** posible el arrepentimiento de nuestros pecados.
Christ has made repentance of our sins possible.

Adán les enseñó a sus hijos las cosas que Dios le **había revelado** .
Adam taught his children the things that God had revealed to him.

Haber + Past Participle

33c

Present				**Example**
he	hemos	+	past participle	**Hemos venido** a la tierra para aprender y progresar. *We have come to the earth to learn and progress.*
has	habéis			Ellos **han aprendido** el Evangelio por experiencia. *They have learned the gospel by experience.*
ha	han			

33d

Past (Imperfect)				**Example**
había	habíamos	+	past participle	Adán y Eva **habían vivido** en la presencia de Dios antes de transgredir. *Adam and Eve had lived in the presence of God before transgressing.*
habías	habíais			José Smith **había visto** a Dios el Padre y a Jesucristo. *Joseph Smith had seen God the Father and Jesus Christ.*
había	habían			

33e

Future				Example
habré	habremos	+	past participle	**Habremos tomado** muchas decisiones al final de nuestras vidas. *We will have made many decisions at the end of our lives.*
habrás	habréis			Para ese entonces **habrán aprendido** suficiente sobre el bautismo. *At that time you will know enough about baptism.*
habrá	habrán			

Note: *Haber* can be used this way in any verb form (conditional, subjunctive, etc.).

Past Participles as Adjectives

33f

Past participles, both regular and irregular forms, may also be used as adjectives to describe nouns. Just like other adjectives, they must agree in gender and number with the nouns that they modify.

Examples:	
	Los misioneros enseñan **el** Evangeli**o** **restaurado** *Missionaries teach the restored gospel.*
	Est**as** verda**des** fueron **reveladas** a un profeta moderno. *These truths were revealed to a modern day prophet.*
	Cada person**a** **muerta** será **resucitada**. *Every dead person will be resurrected.*

Activities (see answers on p. 257)

A. Create the Past Participle

Write the past participle of each of the verbs given. Check your answers.

Example: comer → comido

1. aprender
2. hablar
3. escribir
4. decir
5. morir
6. sentir
7. escuchar
8. ver
9. hacer
10. leer
11. recibir
12. caer

B. Translation

Translate the following sentences using the progressive tenses. Check your answers.

1. Will you (sing. formal) pray about what we've taught you?
2. The prophets had testified that Christ would come.
3. The Lord has called prophets many times.
4. I knew I had made the right decision.
5. We've come to earth to get a body.
6. What would Jesus have done?
7. I've prayed to know these things are true.
8. We believe all that God has revealed.
9. Have you (pl. formal) prayed to know these things are true?
10. The apostles had kept the doctrine pure.
11. We will have made many decisions at the end of our lives.
12. The Lord has given me many blessings.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. José Smith sabía que ***hubo** visto a Dios.
   Joseph Smith knew he had seen God.
2. Podemos leer las palabras que los profetas han ***escribido**.
   We can read the words the prophets have written.
3. Cristo ha ***morido** por todos nosotros.
   Christ has died for all of us.
4. ***Tengo** recibido una respuesta a mis oraciones.
   I've received an answer to my prayers.
5. Es la primera vez que ***he entendido** ese versículo.
   It's the first time I've understood that verse.
6. Hasta entonces no ***hube** orado sobre el Libro de Mormón.
   Until then I hadn't prayed about the Book of Mormon.
7. Dios ***tiene** restaurado la Iglesia.
   God has restored the Church.
8. ***He estado** aquí por seis meses.
   I've been here for six months.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ¿Entiende lo que hemos decido?
2. ¿Qué ha hecho para superar este problema?
3. Cristo no estaba en la tumba porque hubo resucitado.
4. Moroni ha escribido una promesa para nosotros.
5. El Señor ha sido muy misericordioso con nosotros.
6. Hemos visitado a su vecino por dos semanas.
7. Muchos han vivido en esta tierra sin escuchar de Cristo.
8. Dios nos ha dado muchas bendiciones.
9. Todos hemos tenido experiencias difíciles.
10. Tengo aprendido estas cosas por el Espíritu.
11. Las doctrinas hubieron cambiado.
12. Habremos hablado con su amigo para el domingo.
13. Estoy agradecido por lo que el Señor ha hecho por mí.
14. ¿Tienen orado como familia?

E. Writing Activity

Using perfect tenses, write down as many sentences as you can describing what the Lord has done for you. Have your companion or a native speaker check your sentences. Incorporate your sentences into a testimony that you can share with your investigators in an upcoming lesson.

F. Companion Activity

With your companion, go over each of your progressing investigators. Using perfect tenses, talk about the commitments they have kept and the progress they have made. Then discuss the things they will have done when they are baptized. Discuss how to help them do these things. You may say things like the following: Ha sido muy difícil trabajar con Juan.

Actions

G. Writing Activity

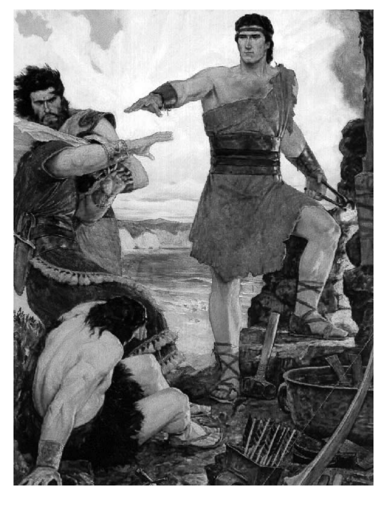
Using the future perfect tense, make some long-term goals about what you will have accomplished by the end of your mission (for example, *Habré trabajado eficazmente con los miembros*). Have your companion or a native speaker check your sentences for correctness.

H. Scripture Activities

1. Read 2 Ne. 4:20–26. Write down all the perfect tense verbs. Check your answers. Then switch the tense of the sentences from the present perfect to the past perfect as you would to talk about the scripture with an investigator. Practice sharing this scripture with your companion playing the role of one of your investigators and get feedback on how well you used the perfect tenses.

   Example: ha sido → había sido

2. Read Alma 26:3 and write down all the perfect tense verbs. Check your answers. How does this verse relate to you as a missionary? Create a short plan that you could use to share this scripture with a new member when teaching about missionary work. Practice sharing the scripture with your companion and bear your testimony of missionary work.



I. Language Study Plan Activities

1. "Actively listen," bullet 1. Perfect tenses are used slightly differently in Spanish compared to English. Listen carefully to how natives use perfect tenses and imitate that use. Make notes of what you discover for future study and practice.
2. "Memorize vocabulary and phrases," bullet 3. Create flashcards for the irregular past participles that you don't know very well. Use them in sentences as you review them throughout the day. Try to incorporate them into teaching appointments you have today.
3. "Learn grammar," bullet 2. Prepare as many sentences as you can, using perfect tenses, that you can use in your scheduled activities. Practice your sentences with your companion and set goals to use them during those activities.

J. Online Assessment

To further review this principle, complete the online assessment associated with it.

Reflexives

Examples from *Vocabulary and Phrases*

Why do **you feel** that way?	¿Por qué **se siente** así?
I decided **to leave** the party.	Decidí **irme** de la fiesta.
First, **we address** our Father in Heaven.	Primero, **nos dirigimos** a nuestro Padre Celestial.
At the end of the year, **members meet** with the bishop.	Al final del año los miembros **se reúnen** con el obispo.

Explanation

Form

34a A verb is reflexive when the person doing the action does it to himself. Reflexive verbs are always accompanied by a reflexive pronoun that refers back to the subject of the sentence.

me arrepiento	**nos** arrepentimos
te arrepientes	**os** arrepentís
se arrepiente	**se** arrepienten

Note: When in the infinitive form, these verbs are accompanied by the pronoun *se*.

Example: arrepentir**se**
to repent

Use

Reflexive verbs can be divided into two groups:

Reciprocal Reflexives

34b The subject of the sentence is doing the action to itself.

Examples:

Yo **me veo** en el espejo.
I see myself in the mirror.

Ella **se conoce** muy bien.
She knows herself really well.

The subjects are doing the action to each other.

Examples:

Ellos **se conocieron** en la misión.
They met one another in the mission.

Nosotros **nos hablamos** en español.
We speak to each other in Spanish.

Idiomatic Reflexives

Some verbs are always reflexive. Following are some examples.

34c **arrepentirse** *(to repent)* **quejarse** *(to complain)* **jactarse** *(to brag)*

Examples:

Ella **se arrepiente** de sus pecados.
She repents of her sins.

Ellos siempre **se quejan**.
They always complain.

In Spanish, many times reflexive verbs mean **to get**… or **to become**… (i.e. *bautizarse* = **to get baptized**)

Actions

There are verbs that change meaning when they are reflexive. Here is a list of examples:

Non-reflexive	→	Reflexive
acordar *(to agree to)*	→	**acordarse de** *(to remember)*
dirigir *(to direct)*	→	**dirigirse a** *(to address someone)*
llamar *(to call)*	→	**llamarse** *(to be called; named)*
negar *(to deny)*	→	**negarse a** *(to refuse)*
parecer *(to seem)*	→	**parecerse a** *(to resemble)*
volver *(to return)*	→	**volverse** *(to become, to turn around)*

Pronoun placement

The reflexive pronoun always comes either directly before or directly after the verb. Its position depends on the form of the verb.

Before the Verb		After the Verb		
Negative Command	Conjugated	Positive Command	Infinitive	Gerund
No **te** levantes. *Don't get up.*	Él **se** levanta. *He gets up.*	Levánten**se**. *Get up.*	Quiero levantar**me**. *I want to get up.*	Estoy levantándo**me**. *I am getting up.*

When the pronoun goes after the verb, it is attached to end of the verb, forming one word. For gerunds and positive commands, an accent is added to show where the stress was placed on the original verb.

For positive commands in the *nosotros* and *vosotros* forms, remove the final –*s* and the final –*d* of the conjugated verbs, respectively, before adding the reflexive pronoun (e.g. *vámonos*, *bautizaos*, etc.)

Activities (see answers on p. 258)

A. Fill in the Blank

On a separate sheet of paper, complete the sentences below by correctly conjugating the reflexive verb. Check your answers.

1. Dios ___ (*preocuparse* – present) por nosotros.
2. Para orar, (nosotros) ___ (*dirigirse* – present) a Dios.
3. (Yo) ___ (*sentirse*) bien cuando leo las Escrituras.
4. (Yo) ___ (*esforzarse* – present) por seguir al profeta.
5. Cuando (nosotros) ___ (*arrepentirse*), Dios nos perdona.
6. ¿(Usted) ___ (*prepararse* – future) para ser bautizado?
7. Recuerdo el día cuando (yo) ___ (*bautizarse* – preterit).
8. Dios ___ (*alegrarse*) cuando hacemos lo justo.
9. (Nosotros) ___ (*comunicarse* – present) con Dios por medio de la oración.
10. Mientras estamos aquí (nosotros) ___ (*encontrarse*) separados de la presencia de Dios.
11. Dios y Jesucristo ___ (*aparecerse* – preterit) a José Smith.
12. Los profetas ___ (*comunicarse* – present) con Dios.
13. Durante la Apostasía la gente ___ (apoyarse – preterit) en su propia sabiduría.
14. (Nosotros) ___ (*abstenerse* – present) de comer por dos comidas.

B. Reflexive or Not?

Fill in the blank in each sentence using either the reflexive or non-reflexive forms of the verbs. Check your answers.

1. ¿Cómo van a ___ (*preparar*) para su bautismo?
2. (Yo) ___ (*alegrar*) de que haya cumplido con su meta.
3. Nosotros ___ (*preparar* – future) el programa del bautismo.
4. Jesús ___ (*levantar* – preterit) de la muerte al tercer día.
5. La desobediencia nos ___ (*alejar* -present) de Dios.
6. Jesucristo ___ (*bautizar* – preterit) en el río Jordán.
7. Jesús ___ (*levantar* – preterit) a Lázaro de la muerte.
8. La obediencia nos ___ (*mantener* – present) cerca de Dios.
9. Podemos ___ (*acercar*) a Dios si obedecemos.
10. Juan ___ (*bautizar* – preterit) a Jesucristo.
11. Sé que su decisión ___ (*alegrar*) a su Padre Celestial.
12. Al tomar malas decisiones (nosotros) ___ (alejar) de Dios.
13. La oración nos ___ (*acercar* – present) a Dios.
14. (Yo) ___ (*sentir*) el Espíritu cuando oro con fe.
15. (Yo) ___ (*sentir*) feliz cuando tomo buenas decisiones.
16. (Nosotros) ___ (mantener) limpios al arrepentirnos diariamente.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Para ayunar, *__abstenemos__ de comer por dos comidas.
   To fast, we go without food for two meals.
2. Debemos *__arrepentir__ de nuestros pecados.
   We must repent of our sins.
3. Intentamos *__mejorarnos__ todos los días.
   We try to improve each day.
4. Queremos *__acercar__ a Dios.
   We want to get closer to God.
5. El espíritu y el cuerpo *__separan__ cuando morimos.
   The spirit and the body separate when we die.
6. Tenemos que *__aprovecharnos__ de la Expiación.
   We need to take advantage of the Atonement.
7. ¿Ustedes *__conocen__ el uno al otro?
   Do you know each other?
8. Tenemos que *__preparar__ para el juicio.
   We need to prepare for the judgment.
9. Satanás *__opone__ el plan de Dios.
   Satan opposes God's plan.
10. *__Me__ siento el Espíritu ahora mismo.
    I feel the Spirit right now.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ¿Cómo siente cuando ora?
2. Debemos aprovecharnos de las oportunidades misionales.
3. Me alegro del progreso que ha mantenido.
4. Cuando pecamos, alejamos de Dios.
5. Debemos mantener limpios nuestros pensamientos.
6. Un ángel se apareció a Alma.
7. Siento gozo al arrepentirme todos los días.
8. Orando comunicamos con Dios.
9. Debemos esforzar todos los días por mejorar.
10. ¿Usted y su vecino conocen bien el uno al otro?
11. José Smith no sabía a qué iglesia debía unir.
12. Dios se deleita en la castidad.
13. Necesitamos aprovechar el tiempo que tenemos.
14. Me siento el amor de Dios.
15. ¿Usted arrepentirá de sus pecados?
16. En la resurrección, nuestro cuerpo y espíritu reúnen.

E. Create Sentences

For each of the verbs listed below, write at least one sentence that uses the reflexive form and one that uses the non-reflexive form. Use your dictionary, your companion, and/or a native speaker to help you write your sentences. Make sure you could use your sentences in a teaching situation and, where possible, in a teaching situation you have today.

Example: *conocer*
Reflexive: Nos conocemos bien. (*We know each other well.)*
Non-Reflexive: Dios conoce nuestras debilidades. (*God knows our weaknesses.)*

1. sentir
2. preparar
3. mantener
4. acercar
5. bautizar
6. alejar
7. levantar
8. alegrar
9. separar

F. *Preach My Gospel* Activity

Read the principle "El bautismo." Using reflexive verbs, create a lesson plan that you could use to teach this principle to one of your investigators. Practice teaching your lesson plan to your companion as if he or she were that investigator. Get feedback on your use of reflexives.

G. Audio Activity

Listen to the clip "3.3 El arrepentimiento." Write down each sentence that contains a reflexive verb. Check your answers. Change the sentences as necessary to personalize them to one of your investigators, paying special attention to your verb conjugations. Have your companion act as that investigator and teach him or her a lesson on repentance using your sentences.

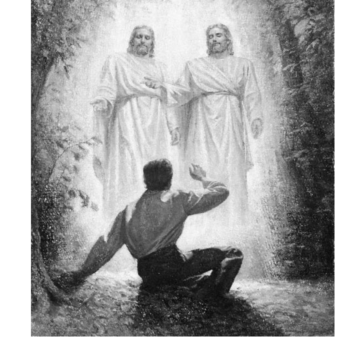
Example sentence: ¿Cómo se siente al aprender del arrepentimiento?

H. Scripture Activities

1. Read 1 Ne. 8:22–30. Write down all of the reflexive verbs from these verses. Check your answers. Look up and write down the definition of any words you are unfamiliar with. Then use the words you wrote down together with your own words to describe what happens in these verses to your companion or a member as if he or she were an investigator. Get feedback on your use of reflexives.

2. Read JS-H 1:15–17. Write down all the reflexive verbs in these verses. Check your answers. Then change each of the verbs from first person to third person. Use the verbs in the third person to describe Joseph Smith's experience to your companion as if he or she were an investigator.

   Example: Arrodillar (se) → se arrodilló → José Smith se arrodilló para orar a Dios.



I. Language Study Plan Activities

1. "Memorize vocabulary and phrases," bullet 5. Memorize some scriptures you can use in teaching that use reflexive verbs. Practice sharing the scripture as you would with an investigator, focusing on using reflexives correctly and teaching the scripture following the principles for sharing scriptures found in Chapter 10 of *Preach My Gospel*. "
2. Actively listen," bullet 3. Listen to how natives use reflexive verbs. When they use a reflexive when you would not and vice versa, write it down and find out why they did. Make sure that you distinguish between reflexive verbs and the passive voice with *se*. Write down the ones you are unsure of and have your companion help you.
3. "Learn grammar," bullet 2. Think of the activities you have planned for today. Write down sentences using reflexive verbs that you can use in those activities. Set a goal to use the sentences you wrote down today.

J. Online Assessment

To further review this principle, complete the online assessment associated with it.

Passive Voice

Examples from *Vocabulary and Phrases*

This passage **is found** in the Book of Mormon.	Este pasaje **se encuentra** en el Libro de Mormón.
The opening prayer **will be offered** by Brother...	La primera oración **será ofrecida** por el hermano...
Tithes and offerings **are paid** voluntarily and privately.	Los diezmos y ofrendas **se pagan** de manera voluntaria y privada.
As a result, Adam and Eve **were cast** from the garden.	Como resultado, Adán y Eva **fueron expulsados** del jardín.

Explanation

35a Two sentences can be put together differently, but have the same basic meaning.

	Active		Passive
Example:	God **forgives** our sins.	→	Our sins **are forgiven** by God.

The first sentence above is in **active voice** (the subject performs the action) and the second is in **passive voice** (the subject receives the action). The **passive voice** changes the emphasis of the sentence.

The first sentence would be an appropriate answer to the question: "Who forgives our sins?" because it emphasizes God's role.

The second sentence would be an appropriate answer to the question: "How are our sins forgiven?" because it emphasizes that sins really can be forgiven.

Note: The direct object of the active sentence becomes the subject of the passive sentence.

Forms

In Spanish there are two ways to form the passive voice:

- *Ser* Construction
- *Se* Construction

Ser Construction

35b

						Optional Phrase		
Subject	+	ser	+	past participle	+	por	+	agent *(the doer of the action)*
Nuestros pecados		son		perdonados		por		Dios.
Our sins		*are*		*forgiven*		*by*		*God.*

To form the past participle:

1. Take the infinitive form. Drop the ending.	2. Add the corresponding ending.
orar	or**ado**

-ar verbs add *–ado* to the end; *-er* and *–ir* verbs add *–ido* to the end.

Note: The past participle must agree in number and gender with the subject.

Example:

Nosotr**os** somos redimid**os** por Cristo.
We are redeemed by Christ.

Una person**a** es bautizad**a** por un poseedor del sacerdocio.
A person is baptized by a priesthood holder.

In the passive voice, *ser* may be used in any tense. Also, the agent may be omitted.

Irregular Past Participles

Here is a list of some common irregular past participles. It's best to memorize these forms.

Inf.	Past P.	Inf.	Past P.
abrir	**abierto**	poner	**puesto**
cubrir	**cubierto**	romper	**roto**
decir	**dicho**	resolver	**resuelto**
escribir	**escrito**	ver	**visto**
hacer	**hecho**	volver	**vuelto**
morir	**muerto**		

Most verbs that consist of a prefix (e.g., *com-*, *contra-*, *de-*, *des-*, *dis-*, *im-*, *o-*, *pre-*, *pro- re-*, *su-*) and a verb with an irregular past participle follow the same pattern as shown above

Examples:
des**cubrir** → des**cubierto**
su**poner** → su**puesto**
de**volver** → de**vuelto**

Se Construction

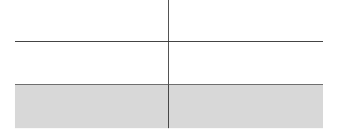
Se construction is impersonal. It is used when the person performing the action is either unknown or irrelevant. This means that you cannot say who is doing the action.

To form a sentence using *se* construction, use the following formula:

Subject	+	**se**	+	**verb**	+	**optional phrase** (*cannot tell who is doing the action*)

Example:	La verdad **se** enseña. *The truth is taught.*	
	Nuestro testimonio **se** fortalece. *Our testimony is strengthened.*	

In the *se* construction, only the conjugations for the third person singular and plural are used:



Examples:	Singular	**El bautismo se efectúa** después del arrepentimiento. *Baptism is performed after repentance.*
	Plural	**Las ordenanzas del Evangelio se administran** por la autoridad del sacerdocio. *The ordinances of the Gospel are administered by priesthood authority.*

In practice, *se* is much more common than *ser.*

The order of the subject and verb can be reversed when using the *se* construction.

Examples:	Singular	**Se efectúa el bautismo** después del arrepentimiento. *Baptism is performed after repentance.*
	Plural	**Se administran las ordenanzas del Evangelio** por la autoridad del sacerdocio. *The ordinances of the Gospel are administered by priesthood authority.*

Activities (see answers on pp. 258-259)

A. Translation

Translate the following sentences first with the *se* construction, then with the *ser* construction. Check your answers.

1. The authority is lost.
2. Ordinances are performed.
3. Blessings are promised.
4. The gospel is taught.
5. Covenants are made.
6. Truth is revealed.
7. Doctrine is maintained.
8. Principles are learned.
9. Miracles are performed.
10. The testimonies are written.
11. Lessons are prepared.
12. Power is given.
13. Sins are forgiven.
14. The Church is established.
15. Inspiration is found.

B. Active to Passive

Each of the sentences below is written in the active voice. Change each sentence to the passive voice using the *ser* construction. Check your answers.

Example: Los profetas escriben las Escrituras. → Las Escrituras son escritas por los profetas.

1. Dios restauró la Iglesia.
2. Los profetas escribieron las Escrituras.
3. José Smith tradujo el Libro de Mormón.
4. El Espíritu Santo enseña la verdad.
5. Jesucristo organizó la Iglesia.
6. Jesucristo sanó a los enfermos.
7. Los apostóles realizaron milagros.
8. Cristo creó la tierra.
9. Los profetas enseñaron el Evangelio.
10. Jesucristo superó el pecado.
11. La gente rechazaba a los profetas.
12. Dios perdona nuestros pecados.

C. Passive to Active

Each of the sentences below is written in the passive voice. Change each sentence to the active voice. Where necessary, the agent is given in parentheses.

Example: Se predica el Evangelio. (los misioneros) → Los misioneros predican el Evangelio.

1. Se hacen convenios. (los miembros)
2. Seremos juzgados por Dios.
3. Se guardan los mandamientos. (las personas)
4. Las planchas fueron enterradas en la tierra por Moroni.
5. El diezmo se usa para edificar el reino de Dios. (la Iglesia)
6. Cristo fue enviado a la tierra por Dios.
7. Nuestros pecados son perdonados por Dios.
8. Se dio la autoridad a los apóstoles. (Cristo)
9. Nuestra fe se fortalece. (Dios)
10. La oración de José Smith fue contestada por Dios.
11. Mi oración fue contestada por Dios.
12. La tierra se creó. (Cristo)

D. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. El Evangelio se predica ***por los profetas**.
   The gospel is preached by the prophets.
2. Se ***puede** recibir bendiciones por medio de la fe.
   Blessings can be received through faith.
3. Estos principios se ***enseña** en las Escrituras.
   These principles are taught in the scriptures.
4. Los hijos ***son enseñados** a obedecer.
   Children are taught to obey.
5. Las bendiciones se ***pierde** por la desobediencia.
   Blessings are lost through disobedience.
6. Los apóstoles fueron ***escogido** por Jesucristo.
   The apostles were chosen by Jesus Christ.
7. ***Fui dado** una respuesta.
   I was given an answer.
8. Somos ***creado** a la imagen de Dios.
   We are created in the image of God.
9. La Iglesia fue ***restaurado** por medio de José Smith.
   The Church was restored through Joseph Smith.
10. El Libro de Mormón se tradujo ***por José Smith**.
    The Book of Mormon was translated by Joseph Smith.

E. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Se pueden obtener muchas bendiciones por la fe.
2. Se realizan milagros por medio del sacerdocio.
3. Las personas fueron sanado por Jesucristo.
4. La Iglesia fue establecido de nuevo en 1830.
5. Enós fue dado la respuesta a su oración.
6. Se puede recibir una respuesta por el Espíritu.
7. Muchas respuestas pueden encontrarse en las Escrituras.
8. Los convenios se hace por medio de ordenanzas.

9. El bautismo se efectúa por un poseedor del sacerdocio.
10. Se prometen bendiciones por la obediencia.
11. ¿Cómo se logra la salvación?
12. Todos somos tentado en esta vida.
13. La revelación se recibe por los profetas.
14. Cristo fue crucificado por la gente.
15. La verdad es revelado por Dios.
16. Podemos ser redimido por Jesucristo.

F. Companion Activity

Using the passive voice, write down as many sentences as you can describing how tithing is used and what it is used for. Think of an investigator whom you will be teaching tithing to in the near future and have your companion act as that investigator.

G. Audio Activity

Listen to the clip "1.5 La Gran Apostasía." Write down each sentence that uses the passive voice (you may need to listen several times to get all the sentences). Check your answers. Use these sentences, modifying them to meet your needs, to teach your companion or a native speaker as if he or she were a new investigator receiving the first lesson. Get feedback on your use of the passive voice.

H. Scripture Activities



1. Read Mos. 18:16–17. Write down all the passive voice constructions. Check your answers. Then teach your companion about baptism as if he or she were one of your investigators. Change the tense of the verses to the present to talk about baptism in the modern Church and apply the verses to your investigator.
2. Read Éter 12:6 and write down the two passive constructions. Check your answers. Think of an investigator you will be teaching about faith and have your companion play that role as you teach him or her about faith using the scripture. Change the passive constructions to active to personalize the scripture to your investigator.

J. Language Study Plan Activities

1. "Learn grammar," bullet 1. One of the challenges of learning the passive voice with *se* is that it can be difficult to determine when a verb is in the passive voice and when it is reflexive. As you read materials in Spanish, such as the scriptures and *Predicad Mi Evangelio*, pay close attention and try to differentiate between reflexive verbs and those that are in the passive.
2. "Improve your ability to read and write," bullet 1. Have your English and Spanish scriptures side by side. As you read in English, try to predict where the passive voice would be used in Spanish and whether it would be the *se* or *ser* construction. Use your Spanish scriptures to check your answers.
3. "Actively listen" bullet 3. Listen carefully for the passive voice. You will find that natives use it very frequently, especially the *se* construction. Try to imitate natives' use of the passive voice to make your own speech more natural. You may want to write down verbs and phrases that are frequently used with the passive voice.

I. Online Assessment

To further review this principle, complete the online assessment associated with it.

Review: Actions and Events

This review will help you see how well you have learned the material in the previous section(s). It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following functions:

Asking about and describing actions and events

- Adverbs
- Personal A
- Direct Object Pronouns
- Indirect Object Pronouns
- Combined Object Pronouns
- Present: Regular
- Present: Irregular
- Present: Stem and Spelling Changes
- Progressive and Present Participle
- Perfect and Past Participles
- Reflexives
- Future
- Verb + Preposition
- Verb Comparisons
- Passive Voice
- Common Expressions

Activities (see answers on pp. 259–260)

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 13 errors in it. Check your answers.

El Evangelio bendice nuestras familias. Mi familia tiene recibido muchas bendiciones a causa del Evangelio. Se puede tener estas bendiciones ahora y en la eternidad. Dios ha establecido las familias para dar felicidad a nosotros, para ayudarnos aprender principios correctos y para preparar a nosotros para la vida eterna. El hogar es el mejor lugar para aprender estas cosas. En mi hogar, mis padres han enseñado a mí a orar y a leer durante toda mi vida. También me han enseñado tener fe y arrepentir de mis pecados. Estoy agradecido por estas enseñanzas porque han ayudado me a llegar a ser mejor y a tener una mejor relación con mi Padre Celestial.



B. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 10 errors in it. Check your answers.

La fe y el arrepentimiento llevan a nosotros al bautismo. Cuando somos bautizado, hacemos un convenio con Dios. Un convenio es un acuerdo entre nosotros y Dios. Dios fija las condiciones del convenio, y nosotros decidimos aceptar ellas o rechazar ellas. Prometemos a Él que obedeceremos Sus mandamientos, y Él nos promete el perdón de nuestros pecados. En la Iglesía, nos bautizamos por inmersión, lo que es un símbolo de la muerte y la resurrección de Jesucristo. Después de bautizarnos, tenemos que seguir arrepintiendo de nuestros pecados. Renovamos nuestros convenios al participar la Santa Cena. Yo sé que el bautismo es parte del plan de Dios y que Dios perdonaré nuestros pecados si arrepentimos y nos bautizamos.

C. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. Dios nos bendice espiritualmente y temporalmente.
2. Se aprende muchas cosas en las Escrituras.
3. Cuando arrepentimos, reconocemos que hemos pecado.
4. Cuando pecamos, alejamos del Evangelio.
5. Estamos hablando de eso mañana.
6. Actualmente, ¿podemos pasar a las dos?
7. Mi compañero compartiré su experiencia.
8. Cristo los dio autoridad para actuar en Su nombre.
9. Dios sabe a Sus hijos.
10. Si ustedes orarán, recibirán una respuesta.
11. Dios creó Adán y Eva.
12. ¿Entenden este principio?
13. Dios nos da mandamientos y debemos obedecer ellos.
14. Le lo daremos mañana.
15. A veces tenemos que esperar por la respuesta.
16. Cuando somos bautizado, hacemos un convenio.

17. El Evangelio ayuda a nosotros a ser mejores.
18. Las Escrituras prometen a nosotros muchas bendiciones.
19. El Evangelio bendice a las familias y fortalece ellas.
20. Se obtiene las bendiciones por la obediencia.
21. Cuando llego a ser enojado, oro a Dios.
22. Tenemos ser obedientes al Evangelio.
23. Dios ha dado nos muchas bendiciones.
24. Dios conoce a usted.
25. ¿Podemos orar antes empezamos?
26. ¿Quién le toca orar?
27. Usted se pondrá un miembro de la Iglesia al bautizarse.
28. Ofrezo una oración.
29. Somos realamente bendecidos.
30. Creo firmamente en la Expiación.
31. ¿Asistirá la Iglesia con nosotros?
32. ¿Ustedes venirán con su vecino?
33. Tengo recibido una respuesta.
34. Cristo ha morido por usted.
35. Estamos visitando a su amigo el martes.
36. Este capítulo enseña nos muchas cosas.
37. ¿Nos puede leerlo?
38. Tenía preguntas y Dios me los contestó.
39. Jesucristo le mandó a José no unir a ninguna iglesia.
40. Si se prepararán para bautizarse, Dios los ayudará.

D. Translation

On a separate sheet of paper, translate the following sentences into Spanish. Check your answers.

1. God loves us.
2. We try to be like Jesus.
3. I have received a testimony.
4. God had commanded Adam and Eve not to eat the fruit.
5. When we sincerely repent, God forgives us.
6. We are talking to people about prophets.
7. Will you (sing. formal) repent of your sins?
8. This scripture talks about tithing.
9. You (pl. formal) can ask God if this book is true.
10. We left the activity at 8:00.
11. Are you (sing. formal) familiar with our Church?
12. Have you (sing. formal) finished reading the chapter?
13. God knows His children.
14. The Church was organized in 1830.
15. Parents should teach their children the gospel.
16. Are you (sing. formal) in a hurry?
17. Will you (pl. formal) attend church with us?
18. God will give you (pl. formal) an answer.
19. The Lord will bless you (pl. formal) temporally and spiritually.
20. Will you (pl. formal) invite your friend to the activity on Friday?

E. Companion Activities

1. Pick a tense from this review that you are struggling with and then choose a principle or lesson that you will be teaching soon. Think of situations where you could use the tense you've chosen when teaching that principle or lesson. For example, you would use the future tense to extend commitments and promise blessings, perfect tenses to tell how the Lord has blessed you, etc. Practice your sentences with your companion and set goals to share them with your investigator(s).

2. Have your companion play the role of a new investigator. Using the perfect tenses, practice telling him or her how you have been blessed by following the gospel. Then promise him or her blessings using the present and future tense. Get feedback on your use of tenses.

F. Audio Activity

Listen to the clip "2.5 La Expiación." Write down at least ten sentences that use the present tense and three that use the future. Check your answers. Then use the sentences you wrote down to teach this principle to your companion or a native speaker as if he or she were one of your investigators. Get feedback on how well you used the different tenses.

G. Vocabulary and Phrases Activity

Find sentences in the Vocabulary and Phrases booklet that can logically be used in any tense (for example, *Dios nos bendice por nuestra obediencia.*) and that you can use in an upcoming lesson. Practice changing the tense of the sentence and switching it from active to passive voice (*Dios nos ha bendecido*..., *Dios nos bendecirá*..., *Somos bendecidos por Dios...*, etc.). Have your companion or a native speaker check your sentences for correctness.

H. Scripture Activities

1. Read 1 Cor. 15:20–23 and write down all uses of perfect tenses, passive voice, and present stem changers. Check your answers. Then use these principles as you explain the resurrection to your companion as if he or she were one of your investigators. Get feedback on these grammar principles and set goals to improve how you share this scripture.
2. Read Alma 11:42–45. These verses contain many examples of both the passive voice with *se* and reflexive verbs. Write down the verbs that are in the passive voice and then the verbs that are reflexive. Check your answers. Then use this verse to practice teaching a native speaker or your companion about what happens during the resurrection. Have them stop and correct you when you make a mistake with the passive voice or reflexives.
3. Read Enós 1:1–8 and as you read, write down a list of both the direct and indirect object pronouns as well as the verb that goes with each pronoun. Check your answers. Then write sentences that you could use to tell this story to an investigator from a third-person point of view, changing the pronouns as necessary. Practice teaching the story to your companion or a native speaker and get feedback on how you used direct and indirect objects.

I. Writing Activity

Create a lesson plan about obedience. Write several paragraphs that use the following: the present tense to teach the general principles of obedience, the progressive tenses to tell about how you feel when you are obeying, the future tense to promise an investigator blessings for obeying, and the perfect tenses to talk about the blessings you have received for obeying. Throughout your paragraphs, use direct, indirect and combined object pronouns, reflexive verbs, the personal *a*, adverbs, and the passive voice. Have your companion or a native speaker check what you wrote. See the answers section for an example outline that could help you write your paragraphs.

Narrating Experiences and Telling Stories

Purpose

This function will help you talk about what happened in the past; for example, what happened to Joseph Smith when he prayed, or what you did to find out the Book of Mormon was true. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- God **called** Joseph Smith to be a prophet. (Preterit: Regular)
- Moroni **repeated** his message to Joseph Smith. (Preterit: Stem and Spelling Changes)
- Christ **came** to the Americas after His resurrection. (Preterit: Irregular)
- Joseph Smith **was looking** for the truth. (Imperfect)
- While Adam and Eve **were** (imp.) in the Garden, God **gave** (pret.) them commandments. (Preterit vs. Imperfect)
- The Bishop **asked me to read** the Book of Mormon again. (Past Subjunctive)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

<u>Doctrines from the Lessons</u>

- The Savior's Earthly Ministry (What did Christ do while on the earth?)
- The Great Apostasy (What happened during the apostasy? What caused it to happen?)
- The Resoration of the Gospel of Jesus Christ (How was Joseph Smith called as a prophet? What did God ask him to do?)
- The Book of Mormon (How did we come to have the Book of Mormon?)
- The Pre-Earth Life (What happened before we came to earth?)
- Creation (How was the world created? How were we created?)
- Agency and the Fall (What did God command Adam and Eve to do? Why did they fall? What happened as a result?)

<u>Tasks from Missionary Vocabulary and Phrase Book</u>

- Follow Up on Commitments (Did they keep the commitment? Why or why not?)
- Share an Experience (What has happened in your life to help you know the truth?)

Preterit: Regular

Examples from *Vocabulary and Phrases*

Through Joseph Smith, God **restored** His Gospel.	A través de José Smith, Dios **restauró** Su Evangelio.
I prayed, and God **answered** my prayer.	**Oré** y Dios **contestó** mi oración.
Did I understand you correctly?	¿Le **entendí** bien?
The reformers **opened** the way for the final Restoration.	Los reformadores **abrieron** el camino para la Restauración final.

Explanation

36a Spanish uses two verb forms for the past tense: **preterit** and **imperfect**. The **preterit** is used when speaking about an action that happened and is complete. That is, it is used to describe an action, event, or condition seen as completed in the past. It may indicate the beginning or the end of an action in the past.

Examples:

Christ **died** for our sins.
Jesus **healed** many people.
Christ **established** His church.

Form

36b Conjugating *-ar* verbs in preterit:

1. Take the infinitive verb.

habl**ar**

2. Drop the *–ar* ending.

habl-

3. Add the preterit ending that agrees with the subject.

habl**é**	habl**amos**
habl**aste**	habl**asteis**
habl**ó**	habl**aron**

Use the following endings to conjugate *-ar*, *-er*, and *-ir* verbs:

-ar		-er		-ir	
-é	-amos	-í	-imos	-í	-imos
-aste	-asteis	-iste	-isteis	-iste	-isteis
-ó	-aron	-ió	-ieron	-ió	-ieron

Note that the endings for *-er* and *-ir* verbs are the same in the preterit.

Examples:

Decid**í** seguir a Cristo. *I decided to follow Christ.*	Acept**amos** el plan antes de venir a la tierra. *We accepted the plan before coming to earth.*
¿Entend**iste** la lección? *Did you understand the lesson?*	Recib**isteis** el Evangelio. *You received the Gospel.*
El Salvador enseñ**ó** Su Evangelio. *The Savior taught His Gospel.*	Los apóstoles predic**aron** el Evangelio. *The apostles preached the Gospel.*

Activities (see answers on pp. 260–261)

A. Conjugation

Conjugate the following verbs in the preterit in a verb tree on a separate sheet of paper. Check your answers.

enseñar (to teach)	entrar (to enter)	efectuar (to perform)	restaurar (to restore)
hablar (to talk, speak)	llamar (to call)	estudiar (to study)	orar (to pray)

Narrating

ayudar (to help)	expiar (to atone for)	aprender (to learn)	escoger (to choose)
cumplir (to fulfill)	dirigir (to direct, conduct)	agradecer (to thank)	responder (to respond, answer)
decidir (to decide)	escribir (to write)	entender (to understand)	asistir (to attend)

B. Translation
Translate the following sentences on a separate sheet of paper. Check your answers.

1. We taught a lesson.
2. They (fem.) called their investigator.
3. You (sing. formal) helped the bishop.
4. God restored the Church.
5. Christ fulfilled his mission.
6. You (pl. informal) thanked God.
7. I helped my companion.
8. I understood the principle.
9. We answered the question.
10. The apostles performed miracles.
11. They (fem.) wrote letters.
12. The bishop conducted the meeting.
13. You (sing. informal) prayed.
14. He attended church.
15. I chose the verse.
16. You (sing. formal) entered.
17. God answered.
18. You (sing. form.) wrote your testimony.
19. You (pl. formal) spoke.
20. We decided.
21. You (pl. formal) understood the lesson.
22. She studied.
23. I entered.
24. They (masc.) learned about faith.
25. You (pl. informal) prayed.
26. They (masc.) taught a principle.
27. You (sing. form.) learned about God.
28. I performed an ordinance.
29. Christ atoned for our sins.
30. You (sing. informal) learned about Jesus.
31. We spoke.
32. She thanked the Bishop.

C. Conjugating in Sentences
Say each of the following sentences aloud with the correct preterit conjugation of the verb in parentheses. Check your answers.

1. [Nosotros] (llamar) al líder misional.
2. [Ella] (entrar) en un convenio.
3. [Vosotros] (cumplir) vuestro deber.
4. [Ustedes] (orar) como familia.
5. [Vosotros] (enseñar) a la gente.
6. [Ustedes] (escoger) orar.
7. [Usted] (enseñar) bien ese principio.
8. Dios (restaurar) Su Evangelio.
9. [Ella] (escribir) sus preguntas.
10. [Yo] (estudiar) Alma 32.
11. [Él] (estudiar) la Biblia.
12. [Ellos] (agradecer) al Padre Celestial.
13. [Tú] (entrar) en la capilla.
14. [Usted] (decidir) obedecer.
15. [Él] (aprender) a tener fe.
16. [Ellas] (ayudar) a la mujer.
17. [Yo] (responder) al investigador.
18. [Ellas] (entender) el concepto.
19. Cristo (expiar) los pecados de todos.
20. [Tú] (asistir) a la Primaria.
21. Cristo (entender) Su misión.
22. [Ellos] (hablar) de Jesucristo.
23. [Nosotros] (entender) la pregunta.
24. [Yo] (asistir) a la reunión.

D. Common Errors
Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. El lunes yo ***habló** con el hermano Pérez.
   On Monday I spoke with Brother Perez.
2. Ayer ***aprendemos** acerca de Nefi.
   Yesterday we learned about Nephi.
3. Los apóstoles *predica**rón**.
   The apostles preached.
4. Ayer ***lleguemos** a esta área.
   Yesterday we arrived in this area.
5. ***Recibé** una respuesta.
   I received an answer.
6. Mi familia ***vivó** en California.
   My family lived in California.

E. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Mi compañero y yo hablaron con él.
2. Oró con todo mi corazón.
3. Ayer escuchemos un discurso muy bueno.
4. ¿Ayudaste a tus padres?

5. No asistió a la iglesia el domingo.
6. Con esta experiencia aprendé mucho.
7. El presidente dirigí la reunión.
8. No entiendo eso antes de la misión.
9. Usted aprendó a orar.
10. Los profetas escriben el Libro de Mormón.
11. Anoche usted habla de la fe.
12. Nefi obedeció los mandamientos.
13. ¿Ustedes entendaron la lección?
14. Los profetas testificaron de Jesucristo.
15. Los investigadores recibió un testimonio.
16. La gente rechazaron a los profetas.

F. Audio Activity

Listen to the clip "1.4 El ministerio terrenal del Salvador." As you listen, write down each regular preterit verb you hear. Check your answers against those given in the answers section. After you finish, use each of the verbs you wrote down in a sentence to teach the same principle to your companion. Have your companion play the role of a new investigator hearing the first lesson for the first time.

G. Companion Activity

Ask and answer the following questions with your companion. Answer with complete sentences.

Example:

Companion 1: ¿Estudió usted el idioma hoy?
Companion 2**:** Sí, estudié el idioma hoy.

1. ¿Qué estudió en su estudio personal?
2. ¿Enseñamos una lección ayer?
3. ¿Ayudó a alguien ayer?
4. ¿Cuándo recibió su llamamiento misional?
5. ¿Asistió a la iglesia el domingo?
6. ¿Recibieron los apóstoles el sacerdocio?
7. ¿Salí a la misión?
8. ¿Qué aprendió en su estudio esta mañana?

Do Something More

After you ask and answer these questions, think of your own questions to ask and answer with your companion.

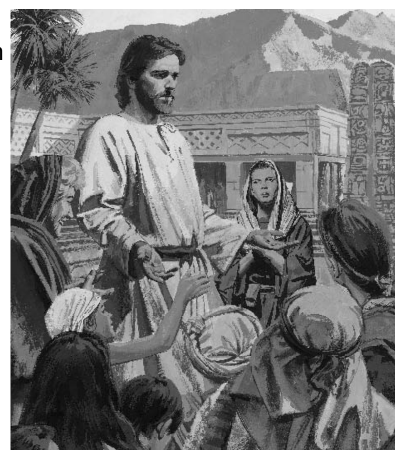
H. *Preach My Gospel* Activities

1. Read through the principle "La restauración del Evangelio de Jesucristo por conducto de José Smith" in *Predicad Mi Evangelio*. Create a timeline and, using the preterit, write all the events that occurred in the story of Joseph Smith in chronological order. You do not have to use exactly the same words as *Predicad Mi Evangelio*. Check your answers after you finish. Then tell Joseph Smith's story to your companion using your timeline. Have your companion play the part of a new investigator hearing the Joseph Smith story for the first time. An example timeline can be found in the Answers section.
2. Read through the principle "El albedrió y la caída de Adán y Eva" in *Predicad Mi Evangelio*. After you read, formulate a list of the major events of the Fall. Think of an investigator who you will soon teach about the Fall. Have you companion play the part of that investigator and teach him or her about the Fall. Get feedback on what you taught.

   Example: Adán comió del fruto.

I. Scripture Activities

1. Using the preterit, tell your companion 10 things Jesus did while he was on the earth. Use scriptures to support five of the things you list. Check your answers. Use your list of things Christ did and scriptures to teach one of your investigators or a member what Christ did for him or her.
2. Read through 3 Ne. 11 and write down all the regular preterit verbs describing Christ's actions. Use these verbs to tell your companion what Christ did in His visit to the Americas. Check your answers.
3. Read Joseph Smith's account of when he first saw the gold plates in JS-H 1:51–52. Retell the story in detail to your companion as if he or she were an investigator, but from a third-person point of view, not the first-person view that Joseph uses. Get feedback from your companion about how clear the story would have been to an investigator.



J. Language Study Plan Activities

1. "Learn grammar," bullet 2. Write sentences using the preterit that you can use in your activities today. Have your companion or a native speaker check them for correctness and role play the situations you will use them in.
2. "Actively listen," bullet 3. Listen for how people use the preterit and write down the phrases you hear that you could use. Ask your companion to explain phrases that you do not understand.

I. Online Assessment

To further review this principle, complete the online assessment associated with it.

Narrating

Preterit: Stem and Spelling Changes

Examples from *Vocabulary and Phrases*

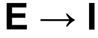
What **did you read** in the Book of Mormon?	¿Qué **leyó** del Libro de Mormón?
Adam and Eve **chose** to eat the forbidden fruit.	Adán y Eva **eligieron** comer del fruto prohibido.
When Christ **died**, His body separated from His spirit.	Cuando Cristo **murió**, Su cuerpo se separó de Su espíritu.
How did you feel as you prayed?	¿Cómo se **sintió** mientras oraba?

Explanation

Stem Changes

37a Normally, when conjugating a verb, you only change the **ending**. For some verbs, you will also change the stem. Stem-changing *–ar* and *–er* verbs in the present are regular in the preterit. That is, there are **no** stem changes in *–ar* and *–er* verbs in the preterit. The only verbs that have stem changes in the preterit are some *–ir* verbs. They stem change **only** in the **third person** forms (e.g. *él*, *ellos*).

37b



sentir *(to feel)*

sentí	sentimos
sentiste	sentisteis
sintió	sintieron

pedir *(to ask for)*

pedí	pedimos
pediste	pedisteis
pidió	pidieron

Other verbs that follow this stem change

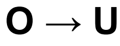
-ir

advertir *(to warn/inform)*, **arrepentirse** *(to repent)*, **ceñir** *(to gird/wear)*, **competir** *(to compete)*, **convertir** *(to convert)*, **derretir** *(to melt)*, **despedir(se)** *(to say goodbye)*, **divertir(se)** *(to have fun)*, **freír** *(to fry)*, **gemir** *(to groan, to whine/wimper)*, **herir** *(to wound/injure)*, **hervir** *(to boil)*, **impedir** *(to impede)*, **interferir** *(to interfere)*, **invertir** *(to invest)*, **investir** *(to invest/endow)*, **medir** *(to measure)*, **mentir** *(to lie)*, **preferir** *(to prefer)*, **referir** *(to refer)*, **reír(se)** *(to laugh)*, **rendir** *(to produce)*, **repetir** *(to repeat)*, **servir** *(to serve)*, **sonreír** *(to smile)*, **sugerir** *(to suggest)*, **transferir** *(to transfer)*, **vestir** *(to dress)*, etc.

Note: the *e* to *i* stem change only affects *–ir* verbs

For *two* verbs (*dormir* and *morir*) the **o** changes to **u**.

37c



dormir *(to sleep)*

dormí	dormimos
dormiste	dormisteis
durmió	durmieron

morir (*to die)*

morí	morimos
moriste	moristeis
murió	murieron

Spelling Changes

Sometimes the spelling of a conjugated verb changes in order to preserve the original pronunciation of the infinitive form of the verb.

Yo Form

The following spelling changes affect only the **yo** form in the preterit.

37d **C → QU**

buscar *(to look for)*

busqué	buscamos
buscaste	buscaste
buscó	buscaron

Other verbs that have this same spelling change:

atacar *(to attack)*, **indicar** *(to indicate, to point out)*, **marcar** *(to mark, to note, to observe)*, **sacar** *(to take out, to get)*, **tocar** *(to touch, to play a musical instrument)*

37e **G → GU**

llegar *(to arrive)*	
lle**gu**é	llegamos
llegaste	llegasteis
llegó	llegaron

Other verbs that have this same spelling change:

entregar *(to deliver, to hand over, to give)*, **jugar** *(to play a game or sport)*, **pagar** *(to pay)*

37f **GU → GÜ**

averiguar *(to inquire)*	
averi**gü**é	averiguamos
averiguaste	averiguasteis
averiguó	averiguaron

Another verb that has this same spelling change:

apaciguar *(to pacify)*

37g **Z → C**

bautizar *(to baptize)*	
bauti**c**é	bautizamos
bautizaste	bautizasteis
bautizó	bautizaron

Other verbs that have this same spelling change:

alcanzar *(to reach, to overtake)*, **almorzar** *(to lunch, to have lunch)*, **analizar** *(to analyze)*, **comenzar** *(to begin, to start, to comence)*, **empezar** *(to begin, to start)*

***Él* / *Ellos* Forms**

The following spelling change affects the *él* and *ellos* forms in the preterit.

37h **I → Y**

leer *(to read)*	
leí	leímos
leíste	leísteis
le**y**ó	le**y**eron

Other verbs that have this same spelling change:

caer *(to fall)*, **concluir** *(to conclude)*, **construir** *(to construct)*, **contribuir** *(to contribute)*, **creer** *(to believe)*, **destruir** *(to destroy)*, **excluir** *(to exclude)*, **huir** *(to flee)*, **influir** *(to influence)*, **instruir** *(to instruct)*, **oír** *(to listen)*

Narrating

Note: There is a written accent mark on the ***í*** in the *yo*, *tu*, *nosotros*, and *vosotros* forms in the preterit. However, for verbs that end in *–uir* only the *yo* form has a written accent mark on the ***í***.

Activities **(see answers on pp. 261–262)**

A. Conjugation

Conjugate each of the verbs below in the preterit on a separate sheet of paper. Check your answers.

E → I Stem Change

sentir, pedir, convertir, servir

O → U Stem Change

morir, dormir

Spelling Changes

buscar, pagar, bautizar, empezar
averiguar, creer, leer, construir

B. Fill in the Blank

On a separate sheet of paper, write the preterit conjugation that completes each sentence. Check your answers.

1. Los apóstoles ___ (seguir) a Jesucristo.
2. Dios ___ (elegir) profetas para revelar Sus palabras.
3. (Nosotros) ___ (sentir) el Espíritu en su bautismo.
4. Mi padre ___ (servir) una misión en España.
5. Enós ___ (pedir) el perdón de sus pecados.
6. Cristo ___ (instruir) a la gente en el Sermón del Monte.
7. Las personas alrededor del templo ___ (oír) una voz.
8. La Expiación ___ (concluir) con la muerte de Cristo.

9. Después de Cristo, la gente ___ (caer) en apostasía.
10. Las personas ___ (perseguir) a los apóstoles.
11. Jesucristo ___ (morir) por usted.
12. El día que me ___ (bautizar) fue muy especial.
13. (Yo) ___ (buscar) la verdad.
14. Yo ___ (leer) el Libro de Mormón por primera vez cuando tenía siete años.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ¿*__Leió__ el capítulo que le dejamos?
   Did you read the chapter we left you?
2. ¿Qué *__piensó__ de la lectura?
   What did you think of the reading?
3. *__Eligí__ seguir a Cristo.
   I chose to follow Christ.
4. *__Sintí__ el Espíritu muy fuerte.
   I felt the Spirit very strong.
5. Jesucristo *__morió__ en la cruz.
   Jesus Christ died on the cross.
6. Todos los que estamos en la tierra *__eligimos__ el plan de Dios.
   All of us who are on the earth chose God's plan.
7. *__Empezé__ a orar.
   I started to pray.
8. Las personas *__caieron__ en apostasía.
   People fell into apostasy.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Los apóstoles creieron las palabras de Jesús.
2. Comenzé a leer las Escrituras.
3. Buscé la respuesta en las Escrituras.
4. Los apóstoles dormieron en el Jardín de Getsemaní.
5. Los apóstoles conviertieron a mucha gente.
6. La Expiación incluyó el sufrimiento y la muerte de Cristo.
7. Cristo pagó el precio de nuestros pecados.
8. ¿Qué sentieron el día de su bautismo?
9. Cristo servió a la gente toda su vida.
10. Alma instruyó a sus hijos en el Evangelio.
11. Las personas pedieron que Cristo las sanara.
12. Cristo pidió que si fuera posible, le fuera quitada la carga.

E. Companion Activity

Ask and answer the following questions with your companion using complete sentences. Focus on using preterit irregulars correctly.

Example: ¿Qué sintió después de orar a Dios? Sentí paz y amor en mi corazón.

1. ¿Qué leyó en su estudio personal?
2. ¿Cuándo se bautizó?
3. ¿Por qué eligió servir una misión?
4. ¿Qué sintieron la gente que siguió a Jesucristo?
5. ¿Qué creyeron los apóstoles?
6. ¿Qué incluyó la Expiación?
7. ¿Qué oyeron las personas en el bautismo de Jesús?
8. ¿Qué pasó después de que los apóstoles murieron?
9. ¿Cuándo empezó a leer el Libro de Mormón?
10. ¿Cuándo llegó a la misión?

F. Scripture Activities

1. Read 3 Ne. 11, writing down all of the preterit verbs with stem or spelling changes. Check your answers. Then create sentences using each of the verbs you wrote down that you could use to describe what happens in this chapter to an investigator. Practice your sentences with your companion and get feedback.
2. Read Alma 19:35 and write down all of the preterit verbs with stem or spelling changes. Check your answers. Think of an investigator that you will soon invite to be baptized. Practice using this scripture to teach your companion about baptism as if he or she were that investigator. Use preterit stem and spelling changes and get feedback.

G. Language Study Plan Activities

1. "Learn grammar," bullet 2. Write sentences with preterit stem and spelling changes that you can use in your scheduled activities. Practice your sentences throughout the day.
2. "Memorize vocabulary and phrases," bullet 3. Using flash cards, write down any preterit stem and spelling changers that you don't know well. Write down sentences using them that you could use when teaching.
3. "Memorize vocabulary and phrases," bullet 5. Practice pronouncing preterit stem and spelling changers. Make sure you pronounce the vowels correctly and the *y* sound in words like *leyeron*. Get feedback from a native speaker on your pronunciation.

H. Online Assessment

To further review this principle, complete the online assessment associated with it.

Preterit: Irregular

Examples from *Vocabulary and Phrases*

I had to make a choice to find out for myself.	**Tuve** que decidirme a averiguar por mí mismo.
This scripture explain where **we were** before this life.	Esta Escritura explica dónde **estuvimos** antes de esta vida.
They told Joseph that none of the churches were true.	Le **dijeron** a José que ninguna de las iglesias era verdadera.
God **placed** Adam and Eve in the Garden of Eden.	Dios **puso** a Adán y a Eva en el Jardín de Edén.

Explanation

Irregular verbs in the preterit have similar patterns in the stem and a specific set of endings.

Conjugating irregular verbs in the preterit

38a

1. Take the infinitive verb.

est**ar**

2. Adjust the stem.

est**uv**-

3. Add the irregular preterit ending that agrees with the subject.

est**uv**e	est**uv**imos
est**uv**iste	est**uv**isteis
est**uv**o	est**uv**ieron

Use the following endings for all irregular verbs in the preterit:

-e	**-imos**
-iste	**-isteis**
-o	**-ieron**

Note: There are two things to note about irregular verb endings in the preterit: 1) the *yo* and the *usted* forms are the same as regular –ar verbs in the preterit, except that they do not have written accent marks, and 2) the other four forms are the same as regular –er/–ir verbs in the preterit.

The following lists the most common irregular verbs in the preterit. They are divided by category of irregularity in the stem.

U Stem

38b

These verbs either add *–u–* to the end of the stem or replace a vowel within the stem with a *–u–*. Sometimes another letter is either added or changed in the stem, too.

haber *[to have (done something)]*

h**u**be	h**u**bimos
h**u**biste	h**u**bisteis
h**u**bo	h**u**bieron

caber *(to fit into)*

c**up**e	c**up**imos
c**up**iste	c**up**isteis
c**up**o	c**up**ieron

poner *(to put, to place)*

p**us**e	p**us**imos
p**us**iste	p**us**isteis
p**us**o	p**us**ieron

andar *(to walk)*

and**uv**e	and**uv**imos
and**uv**iste	and**uv**isteis
and**uv**o	and**uv**ieron

poder *(to be able to)*

p**u**de	p**u**dimos
p**u**diste	p**u**disteis
p**u**do	p**u**dieron

saber *(to know)*

s**up**e	s**up**imos
s**up**iste	s**up**isteis
s**up**o	s**up**ieron

tener *(to have)*

t**uv**e	t**uv**imos
t**uv**iste	t**uv**isteis
t**uv**o	t**uv**ieron

estar *(to be)*

est**uv**e	est**uv**imos
est**uv**iste	est**uv**isteis
est**uv**o	est**uv**ieron

Narrating

38c

I Stem

These verbs either add *–i–* to the end of the stem or replace a vowel within the stem with a *–i–*. Sometimes another letter is either added or changed in the stem, too.

hacer *(to do, to make)*	
h**i**ce	h**i**cimos
h**i**ciste	h**i**cisteis
h**iz**o	h**i**cieron

querer *(to want)*	
qu**is**e	qu**is**imos
qu**is**iste	qu**is**isteis
qu**is**o	qu**is**ieron

venir *(to come)*	
v**i**ne	v**i**nimos
v**i**niste	v**i**nisteis
v**i**no	v**i**nieron

38d

J Stem

These verbs either add *–j–* to the end of the stem or replace a consonant (-*c*-) within the stem with a *–j–* Additionally, the *–i–* in the ustedes ending *–ieron* is dropped when it precedes the added *–j–* in the stem. Sometimes another letter is either added or changed in the stem, too.

conducir *(to lead)*	
condu**j**e	condu**j**imos
condu**j**iste	condu**j**isteis
condu**j**o	condu**je**ron

decir *(to say)*	
d**ij**e	d**ij**imos
d**ij**iste	d**ij**isteis
d**ij**o	d**ije**ron

producir *(to produce)*	
produ**j**e	produ**j**imos
produ**j**iste	produ**j**isteis
produ**j**o	produ**je**ron

traducir *(to translate)*	
tradu**j**e	tradu**j**imos
tradu**j**iste	tradu**j**isteis
tradu**j**o	tradu**je**ron

traer *(to bring)*	
tra**j**e	tra**j**imos
tra**j**iste	tra**j**isteis
tra**j**o	tra**je**ron

Narrating

38e

Others

These irregular verbs in the preterit have additional changes to the stem and to the endings. Additionally, the *-i-* in the ustedes ending *–ieron* is dropped for the verbs *ser* and *ir* in the preterit.

dar *(to give)*	
d**i**	d**i**mos
d**i**ste	d**i**steis
d**i**o	d**ie**ron

ver *(to see)*	
v**i**	vimos
viste	visteis
v**i**o	vieron

ser/ir *(to be / to go)*	
fui	**fu**imos
fuiste	**fu**isteis
fue	**fue**ron

Note: *ser* and *ir* have the same forms in the preterit. You will know from the context which meaning is intended.

Examples:	
	Jesucristo **fue** nuestro ejemplo perfecto. (**ser**) *Jesus Christ was our perfect example.*
	Jesucristo **fue** al Jardín de Getsemaní. (**ir**) *Jesus Christ went to the Garden of Gethsemane.*

Note: Verbs that consist of a prefix (e.g., *a*-, *ben*-, *com*-, *con*-, *contra*-, *de*-, *des*-, *dis*-, *im*-, *inter*-, *mal*-, *man*-, *o*-, *ob*-, *pre*-, *pro*-, *re*-, *sos*-, *su*-, etc.) and an irregular verb (e.g. *decir*, *conocer*, *hacer*, *poner*, *tener*, *venir*, etc.) in the preterit have the same conjugations as the irregular verb.

suponer *(to suppose)*	
sup**us**e	sup**us**imos
sup**us**iste	sup**us**isteis
sup**us**o	sup**us**ieron

intervenir *(to intervene)*	
interv**i**ne	interv**i**nimos
interv**i**niste	interv**i**nisteis
interv**i**no	interv**i**nieron

bendecir *(to bless)*	
bend**ij**e	bend**ij**imos
bend**ij**iste	bend**ij**isteis
bend**ij**o	bend**ije**ron

Activities (see answers on pp. 262–263)

A. Conjugation

Conjugate, in a verb tree, each of the verbs below in the preterit on a separate sheet of paper. Check your answers.

U Stem

poder saber estar tener

I Stem

hacer querer venir

J Stem

decir traer traducir conducir

Others

dar ver ser ir

B. Fill in the Blank

On a separate sheet of paper, write the conjugation that completes each sentence. Check your answers.

1. Jesús ___ (estar) dispuesto a efectuar la Expiación.
2. Los apóstoles ___ (hacer) milagros en el nombre de Jesús.
3. José Smith ___ (tener) una visión.
4. Después de la muerte de Cristo, ___ (haber) una apostasía.
5. ¿(Usted) ___ (poder) leer el capítulo?
6. Como (nosotros) ___ (decir) antes, Dios es nuestro Padre.
7. José Smith ___ (traducir) el Libro de Mormón.
8. Jesús "___ (andar) haciendo bienes".
9. Sé que José Smith ___ (ser) un profeta.
10. José ___ (ir) a una arboleda.
11. Cristo ___ (poner) sus manos sobre la cabeza de los apóstoles y les dio autoridad.
12. En ese momento (yo) ___ (saber) que la Iglesia era verdadera.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ¿Cuándo ***sabió** que la Iglesia es verdadera?
   When did you know the Church is true?
2. ***Hicé** una oración y pedí consuelo.
   I said a prayer and asked for comfort.
3. José Smith ***traducíó** el Libro de Mormón.
   Joseph Smith translated the Book of Mormón.
4. La Expiación ***trajó** muchas bendiciones.
   The Atonement brought many blessings.
5. ¿Qué ***dijieron** sus vecinos cuando los invitaron?
   What did your neighbors say when you invited them?
6. Los apóstoles ***andaron** con Jesucristo.
   The apostles walked with Jesus Christ.
7. Dios ***ponió** a Adán y Eva en el Jardín.
   God put Adam and Eve in the Garden.
8. Usted y yo ***venimos** a la tierra para aprender.
   You and I came to earth to learn.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Pudé recibir una respuesta.
2. Después de aceptar el plan, venimos a la tierra.
3. Jesús estuvo ayunando durante 40 días.
4. Los apóstoles hacieron el bien.
5. Cristo dio su vida por nosotros.
6. Enós dijo que su alma tuvó hambre.
7. Sus amigos dijieron que podíamos pasar mañana.
8. Jesús anduvo sobre el mar.
9. José y María fueron a Belén.
10. Cristo hizó todo lo que Su Padre lo envió a hacer.
11. Pedro, Santiago y Juan ponieron sus manos sobre la cabeza de José.
12. Hubo mucha destrucción antes que Cristo viniera a las Américas.

E. Companion Activity

Ask and answer the following questions with your companion using complete sentences. Focus on using preterit irregulars correctly.

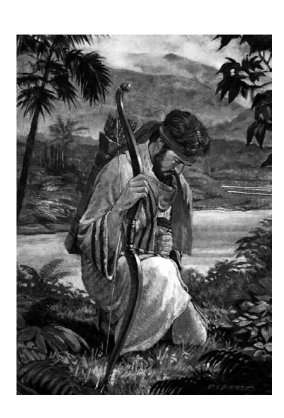
Example: ¿Qué hizo José Smith después de traducir el Libro de Mormón? Él lo publicó.

1. ¿Qué le dijo Jesucristo a José Smith?
2. ¿Adónde fue Jesús para efectuar la Expiación?
3. ¿Qué le pasó a José Smith después de orar?
4. ¿Qué vio José Smith en su visión?
5. ¿Quién tradujo el Libro de Mormón?
6. ¿Qué clase de hombre fue Nefi?
7. ¿Quién fue Noé?
8. ¿Qué vio el hermano de Jared?
9. ¿Cómo confirió Jesús la autoridad del sacerdocio?
10. ¿Qué les dio Cristo a los apóstoles?

F. Audio Activity

Listen to the clip "Verificar compromisos." Write down each irregular preterit verb you hear. Check your answers. Then use preterit irregulars to write your own sentences that you could use to follow up on a commitment that you've extended to one of your investigators. Practice your sentences with your companion and get feedback.

G. Scripture Activities



1. Read Enós 1:2–8 and write down all the irregular preterit verbs. Check your answers. Think of an investigator who could benefit from hearing the story of Enos. Practice teaching your companion the story using these verses as if he or she were that investigator. Make sure you correctly change the verbs in the verses in order to tell the story from a third-person point of view. Get feedback on how well you used irregular preterit verbs.

2. Read Hel. 8:18 and write all the irregular preterit verbs. Check your answers. Then use this verse to teach your companion about the importance of prophets as if you were teaching the first lesson. Get feedback on your use of irregular preterit verbs.

H. Language Study Plan Activities

1. "Learn grammar," bullet 2. Write sentences with preterit irregulars that you can use in your scheduled activities. Practice your sentences throughout the day.
2. "Memorize vocabulary and phrases," bullet 3. Using flash cards, write down any preterit irregulars that you don't know well. As you practice them throughout the day, use them in sentences that you could use when teaching.

I. Online Assessment

To further review this principle, complete the online assessment associated with it.

Imperfect

Examples from *Vocabulary and Phrases*

Joseph Smith **desired** to know which church **was** right.	José Smith **quería** saber qué iglesia **era** la verdadera.
Before coming on my mission, **I lived** with my parents.	Antes de venir a la misión yo **vivía** con mis padres.
How did you feel as **you prayed**?	¿Cómo se sintió mientras **oraba**?
While **in** the Garden of Eden, they **were** innocent.	Mientras **estaban** en el Jardín de Edén **eran** inocentes.

Explanation

39a The imperfect is used to talk about the way that things used to be. Specifically, the imperfect is used to:

- Express actions that were in progress in the past.
- Describe the background or setting of actions as well as mental, emotional, and physical conditions in the past.
- Relate habitual or customary actions in the past.
- Tell the time of day in the past.

Examples:

No **<u>había</u>** profetas ni apóstoles.
There weren't any prophets or apostles.

La verdad no **<u>estaba</u>** en la tierra.
The truth was not on the earth (at that moment in time).

La gente **<u>quería</u>** seguir a Dios.
The people wanted to follow God.

José Smith **<u>leía</u>** la Biblia.
Joseph Smith read the Bible (habitually).

Las personas **<u>buscaban</u>** la verdad.
The people were looking for the truth.

Las personas **<u>cambiaban</u>** la doctrina.
The people changed the doctrines (habitually).

Forms of the Imperfect

39b Conjugating *-ar* verbs in the imperfect:

1. Take the infinitive verb.

habl**<u>ar</u>**

2. Drop the –*ar* ending.

habl-

3. Add the imperfect ending that agrees with the subject.

habl**<u>aba</u>**	habl**<u>ábamos</u>**
habl**<u>abas</u>**	habl**<u>abais</u>**
habl**<u>aba</u>**	habl**<u>aban</u>**

Use the following endings to conjugate *-ar*, *-er*, and *-ir* verbs:

-ar

-aba	-ábamos
-abas	-abais
-aba	-aban

-er

-ía	-íamos
-ías	-íais
-ía	-ían

-ir

-ía	-íamos
-ías	-íais
-ía	-ían

Note that the endings for *-er* and *-ir* verbs are the same in the preterit.

Irregular verbs

39c There are only three irregular verbs in the imperfect: *ser*, *ir*, and *ver*.

ir *(to go)*

iba	íbamos
ibas	ibais
iba	iban

ser *(to be)*

era	éramos
eras	erais
era	eran

ver *(to see)*

veía	veíamos
veías	veíais
veía	veían

Activities (see answers on pp. 263–264)

A. Conjugate

On a separate sheet of paper, conjugate each of the verbs below in the imperfect. Check your answers.

pasar	comenzar	hacer	necesitar
sentir	preguntar	mirar	dar
querer	cambiar	ir	poner
desear	aceptar	ser	estudiar
asistir	escribir	aprender	ver

B. Fill in the blank

On a separate sheet of paper, choose the correct verb from the pair given in parentheses and write down the correct imperfect conjugation to complete the sentence. Check your answers.

1. Todas las mañanas (yo) ____ (estudiar/cantar) el Libro de Mormón.
2. Generalmente yo ____ (leer/caminar) en las tardes al templo.
3. Cristo sanó a las personas que ____ (querer/tener) enfermedades.
4. Dios me dio la respuesta que (yo) ____ (buscar/ver)
5. José Smith ____ (asistir/recibir) a diferentes iglesias.
6. Cuando (nosotros) ____ (tener/vivir) con Dios, (nosotros) no ____ (vivir/tener) cuerpos.
7. Jesús fue a Juan el Bautista porque él ____ (ser/tener) la autoridad.
8. Dios ____ (llorar/saber) que tendríamos pruebas en esta vida.
9. Moroni dirigió a José Smith al lugar donde ____ (ser/estar) las planchas.
10. Mientras Adán y Eva ____ (estar/ser) en el jardín, no ____ (ser/poder) progresar.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Ayer el hermano Ruis nos ***acompañaba** durante dos horas.
   Yesterday Brother Ruis was with us for two hours.
2. Dios me dio la fortaleza que ***necesité**.
   God gave me the strength I needed.
3. Ayer ***había** dos hermosos bautismos.
   Yesterday there were two beautiful baptisms.
4. La Apostasía ***duraba** más de mil años.
   The Apostasy lasted more than a thousand years.
5. En este capítulo, Lehi describe el sueño que ***tenía**.
   In this chapter, Lehi describes the dream he had.
6. ¿Cuándo ***sabía** que la Iglesia era verdadera?
   When did you know the Church was true?
7. ¿***Podía** leer los capítulos que le dimos?
   Were you able to read the chapters we gave you?
8. En sus propias palabras, José Smith describió la visión que ***tenía**.
   In his own words, Joseph Smith described the vision he had.

D. Error Correction

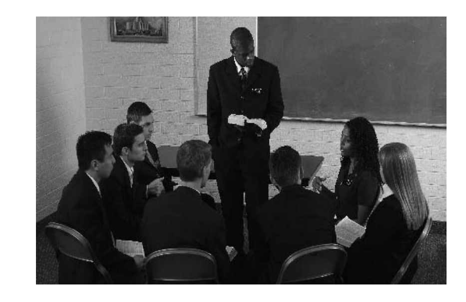
Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Mientras José Smith estudió la Biblia, leyó Santiago 1:5.
2. Mientras Jesús vivió en la tierra, enseñó a la gente.
3. No pudimos llegar a ser como Dios sin tener esta experiencia en la tierra.
4. Hablábamos con los vecinos de ustedes durante 15 minutos.
5. La gente rechazó las cosas que los apóstoles enseñaban.
6. Anoche mientras oramos sentimos el Espíritu.
7. ¿Escribió las preguntas que tenía?
8. ¿Cómo se sentía mientras leía?

9. Cuando la familia Herrara vivió aquí nosotros los visitábamos.
10. Su vecino dijo que usted estaba interesado en nuestra Iglesia.
11. José Smith no sabía a qué iglesia debió unirse.
12. Después de orar, José Smith tenía una visión.
13. Cuando tuve 16 años mi familia se bautizó.
14. Dios me dio la respuesta que necesité.
15. Cristo dijo que ninguna de las iglesias tenía toda la verdad.
16. Lehi le dijo a Nefi que él y sus hermanos tuvieron que volver por las planchas.

E. Companion Activities
Together with your companion, discuss some activities you used to do in other companionships that were helpful in the work, with your studies, etc. (for example, *Escribíamos oraciones para usar en nuestras lecciones.*) Why were they helpful?

F. Teach Your District
Prepare a grammar lesson on the imperfect tense to teach in district meeting. Teach a lesson on the imperfect and then divide the district into senior companions and junior companions. Use the imperfect to teach a principle from the lessons (such as the Restoration, the Great Apostasy, or Pre-Earth Life). As you teach, have the senior companions listen for the content of the principle and have the junior companions listen for how you use the imperfect. Afterwards, get feedback from each member of the district.



G. Talk to Investigators
In an upcoming appointment, talk to your investigators about things you used to do before your mission to get closer to God. Discuss the blessings you received by doing these things. If appropriate, extend a commitment to your investigators regarding one or more of these things.

H. Scripture Activity
In 1 Ne. 8, Lehi describes his dream of the tree of life using many verbs in the imperfect. Write down each of the imperfect verbs from verses 4–35. Check your answers. Think of an investigator who could benefit from a lesson on the tree of life. Have your companion play the role of that investigator and use the verbs you wrote down to describe Lehi's dream to him or her, tying the dream to a principle of the gospel. Get feedback on your use of imperfect.

I. *Preach My Gospel* Activity
Go to the principle "La restauración del Evangelio de Jesucristo por conducto de José Smith." Read the second paragraph, writing down each imperfect verb. Check your answers. Then use the verbs you wrote down to describe the background to the Restoration to your companion as if he or she were a new investigator. Get feedback on how you used imperfect.

J. Language Study Plan Activities
1. "Actively listen," bullet 4. Listen carefully to how native speakers use the imperfect. When they use it differently than you would have, write down how they used it and find out why.
2. "Learn grammar," bullet 4. Think of some experiences you commonly share with investigators. Are you using the imperfect correctly when you tell them? Practice your experiences with your companion and get feedback to help you share experiences more effectively using the imperfect.
3. "Memorize vocabulary and phrases," bullet 7. Memorize statements using the imperfect from some of the principles that use that tense a lot (such as The Restoration, The Great Apostasy, and Agency and the Fall of Adam and Eve). Incorporate the phrases into your teaching.

K. Online Assessment
To further review this principle, complete the online assessment associated with it.

Preterit vs. Imperfect

Examples from *Vocabulary and Phrases*

When **I lived** with my parents,...	Cuando **vivía** con mis padres...
When **I was** twelve years old...	Cuando **tenía** doce años...
I wanted to find out if God **was** really there.	**Quería** averiguar si Dios **estaba** allí en verdad.
They told Joseph that none of the churches **were** true.	Le **dijeron** a José que ninguna de las iglesias **era** verdadera.

Explanation

The preterit and imperfect both talk about the past, but they are not interchangeable.

40a

Use the imperfect to:

Give background information in a story.	Cuando **tenía** 16 años, mi familia viajó a Nauvoo. *When I was 16 years old, my family traveled to Nauvoo.*
Describe a physical, mental, or emotional state or condition in a story.	**Quería** saber por mí mismo que la Iglesia **era** verdadera. *I wanted to know for myself that the Church was true.*
Describe the setting, the conditions, or actions that were in progress in a story.	Mientras **leía** el Libro de Mormón, **oraba** para tener una respuesta. *While I was reading the Book of Mormon, I was praying to get an answer.*
Emphasize habitual or repeated actions or conditions in a story.	**Orábamos** como familia todos los días. *We would pray as a family every day.*
Talk about past circumstances or the way things used to be.	En esa época **había** mucha agitación religiosa. *A that time there was a lot of religious excitement.*

Narrating

40b

Use the preterit to:

Narrate completed actions, events, and states in a story.	**Sentimos** el Espíritu y **decidimos** orar. *We felt the Spirit and decided to pray.*
Indicate a change in physical, mental, or emotional condition in a story.	Me **alegré** cuando el hermano Pérez **decidió** bautizarse. *I felt happy when Brother Perez decided to be baptized.*
Tell what happened in a story.	**Llegamos** a la capilla y **vimos** al hermano García. *We got to the church and saw Brother Garcia.*
Indicate that recurrent actions or conditions that have taken place are viewed as completed in the past.	**Oré** muchas veces ese día. *I prayed many times that day.*

To decide whether to use imperfect or preterit, ask yourself: *Does this explain:*

Imperfect
What was it like?
What were the circumstances?
What used to happen?

Preterit
What happened?
What happened next?
What changed?

Story	Circumstances	Event
José Smith **tenía** catorce años.	X	
Estaba confundido con respecto a las muchas religiones	X	
Un día **leyó** una Escritura en Santiago acerca de la oración.		X
Fue a una arboleda y **oró**.		X
Quería una respuesta de Dios.	X	
Dios y Jesucristo **aparecieron** ante él.		X

Activities (see answers on pp. 264-265)

A. Fill in the Blank

On a separate sheet of paper, write down the verb in its correct form (preterit or imperfect) for each blank. Check your answers.



Cuando Nefi y su familia 1._____ (estar) en el desierto, su padre Lehi 2._____ (tener) un sueño. En el sueño, el Señor le 3._____ (decir) que Nefi y sus hermanos 4._____ (tener) que volver a Jerusalén para obtener las planchas de bronce. Nefi y sus hermanos 5._____ (regresar) a Jerusalén y 6._____ (visitar) a Labán, quien 7._____ (tener) las planchas. Sin embargo, Labán no les 8._____ (dar) las planchas e 9._____ (intentar) matarlos. Los hermanos de Nefi 10._____ (enojarse) mucho con él y 11._____ (empezar) a golpearlo con una vara. Mientras lo 12._____ (golpear), un ángel 13._____ (aparecerse) y les 14._____ (mandar) no golpear a su hermano. El ángel les 15._____ (prometer) que el Señor los ayudaría a obtener las planchas. Nefi 16._____ (entrar) solo en la ciudad para encontrar a Labán. Lo 17._____ (encontrar) borracho en el suelo. El Espíritu le 18._____ (decir) a Nefi que 19._____ (necesitar) matar a Labán para obtener las planchas. Nefi 20._____ (obedecer) al Espíritu. Por fin, Nefi 21._____ (poder) obtener las planchas. En esa experiencia, Nefi 22._____ (recibir) muchas bendiciones por su fe y obediencia.

B. Fill in the Blank

On a separate sheet of paper, write down the verb in its correct form (preterit or imperfect) for each blank. Check your answers.

Jesucristo 1._____ (contar) la parábola de un hombre judío que 2._____ (ir) en camino a Jericó desde Jerusalén. Mientras 3._____ (ir), algunos ladrones 4._____ (venir). Los ladrones le 5._____ (robar) y le 6._____ (herir). Después, los ladrones 7._____ (irse), dejando al hombre medio muerto. Dos judíos 8._____ (pasar) y 9._____ (ver) al hombre, pero 10._____ (decidir) no ayudarlo. Luego 11._____ (pasar) un samaritano. En ese entonces los judíos y los samaritanos 12._____ (odiarse). Pero el samaritano 13._____ (ayudar) al judío. 14._____ (vendar) sus heridas y lo 15._____ (llevar) a un mesón para que se recuperara. Jesús 16._____ (usar) esta parábola para enseñar a la gente que todo el mundo 17._____ (ser) su prójimo. Jesús también 18._____ (enseñar) con esta parábola que debemos servir a los demás.

Do Something More

Learning to use preterit and imperfect correctly requires a lot of practice. Think of some stories like these that can help your investigators and write them down. Have your companion or a native check your story and discuss with them each verb that is in the wrong tense. Use your story to teach an investigator.

C. Fill in the Blank

On a separate sheet of paper, write down the verb in its correct form (preterit or imperfect) for each blank. Check your answers.

Cuando Jesucristo 1. _____ (venir) a la tierra, el mundo 2._____ (estar) en un estado de apostasía. Jesucristo 3. _____ (establecer) Su Iglesia en la tierra. (Él) 4. _____ (llamar) a doce apóstoles y les 5. _____ (dar) la autoridad del sacerdocio, con el cual los apóstoles 6. _____ (poder) efectuar milagros y actuar en el nombre de Jesús. Sin embargo, la gente 7._____ (rechazar) a Jesucristo y lo 8. _____ (crucificar). Los apóstoles todavía 9. _____ (tener) la autoridad del sacerdocio para dirigir a la Iglesia. Con el tiempo, sin embargo, la gente 10. _____ (rechazar) las cosas que los apóstoles 11. _____ (enseñar). La gente otra vez 12. _____ (estar) en la apostasía.

D. Fill in the Blank

On a separate sheet of paper, write down the verb in its correct form (preterit or imperfect) for each blank. Check your answers.

Enós 1. _____ (ser) el hijo de Jacob. Un día él 2. _____ (salir) a cazar en el bosque. Mientras 3. _____ (andar) por el bosque, 4. _____ (empezar) a pensar en las enseñanzas de su padre y 5_____ (tener) el deseo de recibir el perdón de sus pecados. Énos 6. _____ (arrodillarse) en el bosque y 7. _____ (orar) durante todo el día y hasta entrada la noche. Enós 8. _____ (escuchar) la voz del Señor, quien le 9. _____ (decir) que sus pecados habían sido perdonados. Enós 10. _____ (orar) más a favor de sus hermanos los nefitas, y después a favor de los lamanitas. A causa de la fe de Enós, él 11. _____ (poder) recibir una respuesta a sus oraciones.

E. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Después de orar, José Smith ***tenía** una visión.
   After praying, Joseph Smith had a vision.
2. Nuestros investigadores ***tuvieron** cuatro hijos.
   Our investigators had four children.
3. Cuando ***tuve** 15 años, quería fortalecer mi testimonio. *When I was 15, I wanted to strengthen my testimony.*
4. Cuando ***estuvo** en el desierto, Lehi tuvo un sueño.
   When he was in the wilderness, Lehi had a dream.
5. La Gran Apostasía ***duraba** cientos de años.
   The Great Apostasy lasted hundreds of years.
6. La hermana Robles dijo que ***necesitó** ayuda.
   Sister Robles said she needed help.
7. Ayer ***había** una actividad del barrio muy divertida. *Yesterday there was a very fun ward activity.*
8. Cuando ***fui** joven, mis padres me enseñaron a orar.
   When I was young, my parents taught me to pray.
9. El lunes el hermano Ruis nos preguntó si ***pudo** bautizarse.
   On Monday Brother Ruis asked us if he could be baptized.
10. ¿***Podía** leer el capítulo que le dimos?
    Were you able to read the chapter we gave you?

F. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Cuando vivimos con Dios, éramos espíritus.
2. La Liahona sólo funcionó si la familia de Lehi obedecía.
3. Cuando estuve en casa, leíamos las Escrituras todos los días como familia.
4. Jesucristo sanó muchas personas que tuvieron enfermedades.
5. La multitud vio a un hombre que descendía de los cielos.
6. A veces la gente rechazaba lo que los profetas enseñaban.
7. Sentí el Espíritu mientras mi compañero hablaba.
8. Nuestro investigador leyó y oró sobre el Libro de Mormón.
9. Dios contestó la pregunta que José Smith tuvo.
10. Las personas querían escuchar nuestro mensaje.
11. José Smith sabía que Dios supo la respuesta.
12. En nuestra cita leíamos 3 Nefi 11 durante 20 minutos.
13. La gente no entendía la voz que escuchaba.
14. Los reformadores no creían ser profetas.
15. Ammón y sus hermanos estaban en la misión durante 14 años.
16. En su sueño, Lehi vio un árbol que estuvo al lado de un río.

Narrating

G. Share an Experience

Think of an experience that you could share with one of your investigators. Some possible topics include how you gained a testimony of the gospel, an experience that strengthened your faith, a time you were blessed for obedience, etc. Write out your experience and have your companion or a native speaker check it, paying special attention to your use of preterit and imperfect. Practice sharing your experience with your companion and use the experience in an upcoming lesson with that investigator.

H. Scripture Activity

Pick a story from the scriptures that could help one of your current investigators. Using your scriptures, write out the story in a way that your investigator can understand. Practice telling the story to your companion, personalizing the story for your investigator. Get feedback on your use of preterit and imperfect.

I. Audio Activity

Listen to the clip “Compartir una experiencia.” Write down all of the preterit and imperfect verbs you hear. Check your answers. Then retell the story to your companion. Have your companion ask you questions about the story. Focus on your use of preterit and imperfect. Think of a similar experience that you could share with your investigators and practice sharing it with your companion.

J. Language Study Plan Activities

1. “Actively listen,” bullet 1. Ask a native speaker who is a convert to tell you his or her conversion story. Listen carefully to how he or she uses the preterit and imperfect. Later, retell the story to your companion and get feedback on your use of preterit and imperfect.

2. “Improve your ability to read and write,” bullet 4. Write down the spiritual experiences you and your companion have. Focus on using preterit and imperfect correctly. Have your companion check what you write.

3. “Memorize vocabulary and phrases,” bullet 7. Look in the lessons or brochures for sentences that use both preterit and imperfect. Memorize the sentences and come up with other ways to express the same idea, focusing on using preterit and imperfect correctly.

K. Online Assessment

To further review this principle, complete the online assessment associated with it.

Review: Narrating Experiences and Telling Stories

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Narrating experiences and telling stories

- Preterit: Regular
- Preterit: Irregular
- Preterit: Stem and Spelling Changes
- Imperfect
- Preterit vs. Imperfect
- Past Subjunctive

Activities (see answers on pp. 265-266)

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 12 errors in it. Check your answers.

Adán y Eva fue los primeros hijos de Dios que venieron a la tierra. Dios creó a Adán y Eva y los ponió en el Jardín de Edén. Adán y Eva tenían cuerpos de carne y hueso porque eran creados a la imagen de Dios. Mientras estuvieron en el Jardín, vivían en un estado de inocencia, sin conocer la diferencia entre el bien y el mal. Dios les mandó que no comían del fruto prohibido porque si lo hicieron, se volverían mortales. Sin embargo, si no comieron del fruto, tendrían que permanecer para siempre en el Jardín sin progresar. Adán y Eva escogió comer del fruto. Eso, que se llama la Caída, era parte del plan de Dios. A causa de su decisión, pudieron tener hijos, lo que significaba que el resto de los hijos de Dios podían venir a la tierra. También debido a su elección, la muerte y el pecado entraban en el mundo. Pero Jesucristo vencía los efectos de la Caída para que podíamos volver con Dios. Estoy agradecido por Adán y Eva y sé que todos nosotros podemos volver con nuestro Padre Celestial si hacemos lo que Él nos ha mandado.

B. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 8 errors in it. Check your answers.

Yo sé que el Libro de Mormón es verdadero. Cuando fui joven, leí la promesa de Moroni y sabía que que si leería el Libro de Mormón y oraría con un corazón sincero, Dios me contestaría. Decidía leer y después pedir a Dios que me hacía saber que el libro era verdadero, y Dios sí me contestaba. Recibía la respuesta que buscaba y sé que usted también puede recibir una respuesta. Tal como me contestaba a mí, Dios contestará su oración si ora con fe y verdaderamente quiere saber la verdad.

C. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. ¿Ustedes leieron el libro?
2. Mientras Jesús estuvo en la tierra, sanó a la gente.
3. La resurrección trajó la victoria sobre la muerte.
4. Dios me dio la respuesta que busqué.
5. Cuando fui joven, mi amigo me invitó a la iglesia.
6. ¿Podían leer ese capítulo anoche?
7. Cristo ponió sus manos sobre la cabeza de los apóstoles.
8. José Smith tenía una visión en la que vio a Dios.
9. Enós oraba durante mucho tiempo.
10. José Smith tradució el libro por el poder de Dios.
11. La gente caió en la apostasía.
12. ¿Qué sentió después de orar?
13. Hize una oración y pedí ayuda a mi Padre Celestial.
14. Anoche no estaban cuando lleguemos.
15. Esa prueba se convertió en una bendición.
16. Cristo morió en la cruz.
17. Yo oró a Dios para tener más fuerza.
18. José Smith recibía la autoridad del sacerdocio.
19. Creo que tuve 13 años cuando eso pasó.
20. Hablábamos con él durante veinte minutos.
21. Jesucristo andó sobre el mar.
22. Todos venimos a esta tierra para aprender.
23. ¿Cuándo supó que el libro era verdadero?
24. Mientras Enós oró, escuchó la voz del Señor.
25. Dios y Jesucristo se aparecían a José Smith en su visión.
26. Había un bautismo anoche y hoy es la confirmación.
27. Sintimos el Espíritu anoche.
28. El Espíritu influió en mis pensamientos.
29. Estábamos en la reunión por una hora.
30. Dios y Jesucristo dijieron a José que ninguna iglesia era correcta.

D. Translation

On a separate sheet of paper, translate the following sentences into Spanish. Check your answers.

1. I learned that God had a plan for me.
2. Joseph Smith got the answer he was seeking.
3. Did you (pl. formal) read the chapter?
4. I know that Joseph Smith was a prophet.
5. What did Christ do while he was on the earth?
6. The people rejected Christ and His Apostles.
7. Nephi visited the people that were in the Americas.
8. I found an answer to my question.
9. Christ died for all of God's children.
10. Every day I would pray about the Book of Mormon.
11. I used to live far from a temple.
12. God called Noah to be a prophet.
13. How long did you (sing. formal) pray for?
14. Christ healed people that had diseases.
15. Joseph Smith translated the Book of Mormon.
16. I put my faith in God.
17. I didn't receive the answer that I wanted.
18. The Fall brought death and sin into the world.
19. Nephi saw the same vision as his father.
20. God blessed the people for their obedience.

E. Companion Activities

1. With your companion, go over your planner from the last three days. Describe what you did each day in detail and get feedback on how well you use preterit and imperfect. Also discuss whether each activity influenced one of your key indicators. If an activity didn't influence a key indicator, discuss why and decide whether you should continue doing that type of activity.

2. Have your companion play the role of a new investigator. Using the preterit, imperfect, and perfect tenses, practice telling him or her how you came to know that the Book of Mormon is true and that Joseph Smith was a prophet. Tell the investigator how he or she can come to know these things as well.

F. Audio Activity

Listen to the clip "1.6 La restauración del Evangelio de Jesucristo por conducto de José Smith." Write down all the preterit and imperfect verbs you hear in two separate lists. Check your answers. Then use the verbs you wrote down with your own words to write the story of Joseph Smith, including sentences using *por* and *para*. Then practice telling the story to your companion as if he or she were a new investigator. Get feedback on your use of preterit, imperfect, and *por* and *para*.

G. Scripture Activities

1. Read Alma 36:17–20 and write down the uses of imperfect and preterit, underlining any irregular verbs. Check your answers. Then practice telling this story to your companion from a third-person point of view as if he or she were one of your investigators. Get feedback from your companion on how well you used preterit, imperfect, and irregular verbs.
2. Choose one of your favorite scripture stories. Think of an investigator who could benefit from hearing the story. Write down the story in your own words, focusing on using preterit, imperfect, conditional, and irregulars correctly. Have your companion or a native speaker check your story for correctness. Then practice telling your story to a native speaker or your companion in the role of the investigator you chose earlier. Get feedback on how well you used these grammar principles and set goals to share your story with your investigator.
3. Go to the back of the Vocabulary and Phrases book in Appendix B under "Stories from the Scriptures." Choose one of the parables that you would like to be able to teach but currently cannot. First find the vocabulary you will need, and then write down the story, underlining the preterit and imperfect verbs. Have a native speaker check the underlined parts of the parable. Then practice teaching the parable to the native speaker and get feedback on how you used these grammar principles.

H. Writing Activities

1. Find five principles from the missionary lessons about which you can share a personal experience. Write down the experiences, underlining each preterit or imperfect verb. Have your companion or a native speaker check the words you underlined and give you feedback. Practice sharing your experiences with your companion and set goals to share them with your investigators.
2. Write a paragraph about one of the prophets from the Bible that you can use to illustrate the pattern of apostasy and restoration and underline the preterit and imperfect. Have your companion or a native speaker check how well you used these verb tenses. Then practice explaining the pattern of apostasy and restoration as if you were explaining it to a new investigator in the first lesson.

I. Online Assessment

To further review this principle, complete the online assessment associated with it.

Asking and answering questions of

Time, Date, and Location

Purpose

This function will help you talk about when and where things happen; for example, when is church, and how do you get there? The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- The Church was restored **April 6, 1830**. (Time and Date)
- We are here **on** earth to learn and grow. (Prepositions)
- Sacrament **is** in the chapel. (*Ser y Estar*: *Ser* and *Estar* with location)
- I **have been** a member **for three years**. (Common Expressions: *Hacer* and *Llevar*)
- I'll go **wherever** the Lord calls me. (Present Subjunctive: Adverb Clauses)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

<u>Doctrines from the Lessons</u>

- The Restoration of the Gospel of Jesus Christ (When was the First Vision? When did Joseph Smith receive the priesthood? When was the Church restored?)
- Pre-Earth Life (Where did we come from?)
- Our Life on Earth (Why are we here?)
- The Spirit World (Where do we go when we die? How long are we there?)
- Kingdoms of Glory (Who goes to each kingdom?)
- Baptism and Confirmation (Where does each part of baptism take place [baptism, confirmation]? When are my investigators getting baptized?)

<u>Tasks from Missionary Vocabulary and Phrase Book</u>

- Conduct a Meeting (When does each part of the meeting happen?)
- Give Directions (What is the destination close to? What do you pass along the way?)
- Make Appointments (When are they free? Where is the appointment?)
- Plan Daily and Weekly Activities (When and where will each appointment/activity take place?)

Time and Date

Examples from *Vocabulary and Phrases*

We already have an appointment **at that time**.	Ya tenemos un compromiso **a esa hora**.
So, we'll see you **on** ... **at** ...	Entonces nos vemos **el** ... **a las** ...
Wednesday would be better.	**El miércoles** sería mejor.
The appointment **is at seven o'clock**.	La cita **es a las siete** en punto.

Explanation

Asking the time

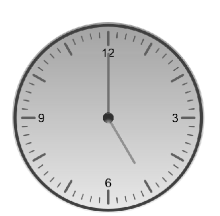
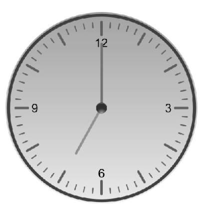
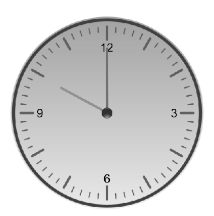
41a Example: ¿Qué hora es?
What time is it?

Note: The question *¿Qué horas son?* is also very common.

Telling the time

Hours

41b

5:00 = **Son las** cinco. 7:00 = **Son las** siete. 10:00 = **Son las** diez.

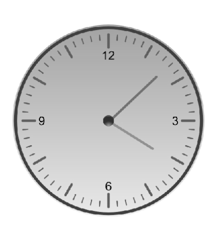
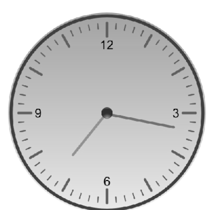
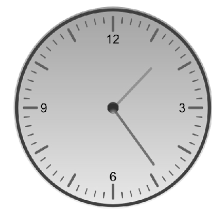
Note: For 1:00 use *Es la…* and *una*, not uno, to refer to *una hora*. (1:00 = *Es la una*.)

Minutes (the first half hour)

Son las (hour) **y** (minutes)

Time/Loc.

41c

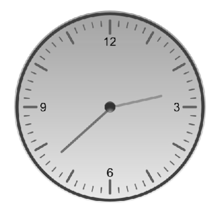
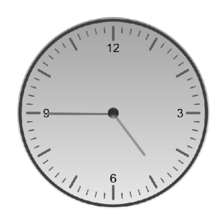




4:08 = **Son las** cuatro **y** ocho. 7:17 = **Son las** siete **y** diecisiete. 1:24 = **Es la** una **y** veinticuatro.

Note: At 15 minutes past the hour use *y cuarto* instead of *y quince*. (*Son las cinco y cuarto.* = 5:15). At 30 minutes past the hour use *y media* instead of *y treinta*. (*Son las dos y media.* = 2:30)

Minutes (the last half hour)

Son las/Es la (next hour) **menos** (number of minutes left).


2:38 = **Son las** tres **menos** veintidós. 4:45 = **Son las** cinco **menos** cuarto. 12:50 = **Es la** una **menos** diez.

41d

Asking and telling what time something happens

¿A qué hora? A la/las...

Question	Answer
¿**A** **qué** **hora** es la reunión? *What time is the meeting?*	(La reunión) es **a** **las** siete. *(The meeting) It's at seven.*
¿**A** **qué** **hora** es la conferencia? *What time is the conference?*	(La conferencia) es **a** **las** nueve. *(The conference) It's at nine.*

am / pm

de la mañana	am or in the morning *(usually from sunrise – noon)*	La conferencia es a las nueve de la mañana. *The conference is at 9:00 am.*
de la tarde	pm or in the afternoon *(usually from noon – around 6 pm)*	Tenemos una cita a las tres de la tarde. *We have an appointment at 3:00 pm.*
de la noche	pm or in the evening *(usually from around 6:00pm – midnight)*	Él se acuesta a las once de la noche. *He goes to bed at 11:00 pm.*
de la madrugada	am or in the early morning *(usually from midnight – sunrise)*	Yo me levanto a las cuatro de la madrugada. *I wake up at 4:00 am.*

Note: These expressions of am/pm may vary slightly from country to country.

Military time

Military time, or the 24 hour clock is used for official purposes such as bus, train, and plane schedules. It is also used for events (e.g., church, plays, etc.). It is not different from the normally used 12 hour clock in the morning; however, after that, you must add twelve hours to the time. For example:

12 Hour Clock	24 Hour Clock
1:00 pm	13:00
2:00 pm	14:00
3:00 pm	15:00

Here are three ways to read military time:

15:43 = Son las quince cuarenta y tres.
15:43 = Son las quince con cuarenta y tres.
15:43 = Son las quince y cuarenta y tres.

Time/Loc.

41e

Talking about dates: day, month and year

To say that something happens **on** a certain day, *el* and *los* are used. The article *el* is used for **that one day**; *los* is used if it happens **every week on that day**.

Examples:

La actividad es **el** martes. *The activity is on Tuesday.*
Las reuniones son **los** domingos. *The meetings are on Sunday.*

When telling what day it is, the articles *el/los* are not used.

Examples:

Hoy es domingo. *Today is Sunday.*
Mañana es lunes. *Tomorrow is Monday.*

For days of the month, Spanish only uses **first** for the first day of the month (*el primero de*). The rest of the days are just **the number +** *de*.

Examples:

Hoy es **el primero de** febrero. *Today is the first of February.*	
Mi cumpleaños es el **veintiuno** de mayo. *My birthday is May 21st.*	

Years. In Spanish you say the single whole integer for the year.

Examples:

1820	Mil ochocientos veinte (*one thousand eight hundred twenty*).
1988	Mil novecientos ochenta y ocho (*one thousand nine hundred eighty-eight*).
2007	Dos mil siete (*two thousand seven*).

Activities (see answers on p. 266)

A. Telling Time

On a separate sheet of paper, write down how you would express each time given using a complete sentence. Include the time of day. Check your answers. You may also do this activity out loud with your companion.

Example: 9:00 AM Son las nueve de la mañana.

1. 8:00 AM
2. 3:15 AM
3. 3:45 PM
4. 5:39 PM
5. 10:48 AM
6. 1:19 PM
7. 12:00 PM
8. 7:45 AM
9. 4:15 PM
10. 1:00 PM

B. Translation

Translate the following sentences, focusing on expressing the time correctly. Check your answers.

1. We will come by at 11:00 in the morning.
2. Meetings are on Sundays at 10:00 in the morning.
3. The baptism is on Saturday at 6:00 in the evening.
4. The activity is from 6:30 until 8:00 in the evening.
5. Could we visit you (pl. formal masc.) at 2:30 in the afternoon?
6. We have a meeting at 9:00 on Sunday in the morning.
7. We have an appointment at 8:00 on Monday in the evening.
8. What time will you (pl. formal) get back on Friday?
9. We'll come by to pick you (sing. formal fem.) up at 9:45 in the morning on Sunday.
10. Why did you (sing. formal) wake up at 3:30 in the morning?
11. Today is the 18th of August.
12. Tomorrow is Friday.
13. The Church was organized on April 6, 1830.
14. Next Sunday is March 1st.
15. Joseph Smith had the First Vision in 1820.
16. The meeting will be on Tuesday at 19:30.
17. Today is December 23, 2008.
18. The baptism is on Saturday at 18:00.
19. Do you (pl. formal) mind if we begin at 5:30?
20. What time do you finish working on Saturdays?

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***Es** cuatro y media.
   It's four-thirty.
2. La conferencia es el ***quinto** de April.
   The conference is on the fifth of April.
3. Son las siete y media ***en** la mañana.
   It's seven-thirty in the morning.
4. Nací en ***diecinueve** ochenta y nueve.
   I was born in 1989.

Time/Loc.

5. Hoy es ***el** jueves.
   Today is Thursday.

6. ***Son las** una y media.
   It's one-thirty.

7. La actividad es ***en** miércoles.
   The activity is on Wednesday.

8. Tenemos una cita ***a cinco** y cuarto.
   We have an appointment at 5:15.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Tenemos reuniones en los domingos.
2. La clase empieza a siete menos cuarto.
3. Mañana es el sábado.
4. Su entrevista bautismal es el sábado a las once.
5. Mañana es el veintisiete de junio.
6. Es la una vientitrés.
7. José Smith nació en dieciocho cinco.
8. Es dos y media.
9. ¿Se bautizará el segundo de mayo?
10. Hay una actividad a las cinco en la tarde.
11. Hablaremos con ellos el martes a las cinco.
12. Hoy es el domingo.
13. Es cinco y cuarto de la mañana.
14. ¿Podemos pasar a siete y media?
15. La reunión será en domingo a las siete.
16. ¿Puede venir a las once y media de la mañana?

E. Companion Activities

1. Go over your plans for the week with your companion. For each event you have scheduled, practice telling each other what time the event begins and on what day.
2. Practice scheduling appointments with your companion as if he or she were one of your investigators. Ask what time would be best for the investigator and confirm the appointment after you make it. Get feedback on how well you expressed the time.

F. Audio Activity

Listen to the clip "Fijar una cita." Write down the three sentences that involve date and time. Check your answers. Then have your companion role play this or a similar situation and practice asking for and confirming an appointment. Get feedback on how clear you were and how well you used expressions of time and date.



G. Language Study Plan Activities

1. "Actively listen," bullet 1. Expressions of time vary by country. Listen to how the natives in your mission express the time and imitate them. Write down any phrases they use that you would not have used.
2. "Learn grammar," bullet 2. Prepare sentences using expressions of time and dates that you can use in your scheduled activities today, such as scheduling further appointments or telling investigators what time events start.

H. Online Assessment

To further review this principle, complete the online assessment associated with it.

Prepositions

Examples from *Vocabulary and Phrases*

From this passage, what can we learn **about** faith?	**Según** este pasaje, ¿qué podemos aprender **sobre** la fe?
What do you think enduring **to** the end means?	¿Qué piensa que significa perseverar **hasta** el fin?
Truth does not change **with** conditions or time.	La verdad no cambia **con** las condiciones o el tiempo.
What was the difference **between** the responses **of** Nephi and Laman?	¿Cuál fue la diferencia **entre** las respuestas **de** Nefi y Lamán?

Explanation

The following is a list of Spanish prepositions with some of their English equivalents.

42a

Preposition	Meaning	Example
a	*to, at, unto*	Jesucristo bendijo **a** los enfermos. *Jesus Christ blessed the sick.*
de	*of, from, about*	Este libro es otro testamento **de** Jesucristo. *This book is another testament of Jesus Christ.*
en	*in, on, at*	Leemos de los profetas **en** el Libro de Mormón. *We read about the prophets in the Book of Mormon.*
con	*with*	Cuando oramos, hablamos **con** Dios. *When we pray, we speak with God.*
por	*by, for, through, because of, around*	Sé que Jesucristo murió **por** mí. *I know that Jesus Christ died for me.*
para	*for, in order to, toward, by (deadline)*	Podemos orar **para** saber la verdad. *We can pray in order to know the truth.*
ante	*before, faced with*	Tendremos que comparecer **ante** Dios. *We will have to stand before God.*
bajo	*under, beneath*	Cristo creó la tierra **bajo** la dirección de Su Padre. *Christ created the Earth under the direction of His Father.*
contra	*against*	Luchamos **contra** el mal en el mundo. *We fight against evil in the world.*
durante	*during, for (period of time)*	**Durante** la visita al templo, aprendimos mucho. *During our visit to the temple, we learned a lot.*
entre	*between, among*	Un convenio es un acuerdo **entre** Dios y nosotros. *A covenant is a promise between God and us.*
desde	*since, from*	**Desde** que ella se bautizó es una nueva persona. *Since she got baptized, she is a new person.*
hacia	*towards, for, to*	Los misioneros ayudan a las personas a progresar **hacia** el bautismo. *Missionaries help people progress toward baptism.*
hasta	*until, up to, including*	Debemos esperar **hasta** la confirmación. *We have to wait until the confirmation.*
mediante	*through (by means of)*	Jesucristo enseñaba **mediante** parábolas. *Jesus Christ taught through parables.*
según	*according to*	Los profetas escriben **según** la revelación que reciben. *Prophets write according to the revelation they receive.*
sobre	*on, about, over, above*	José Smith organizó la Iglesia de Jesucristo una vez más **sobre** la tierra. *Joseph Smith organized the Church of Jesus Christ again on the earth.*
tras	*after, behind*	Vez **tras** vez, Dios ha contestado mis oraciones. *Time after time, God has answered my prayers.*
sin	*without*	**Sin** la oración, no podemos saber las verdades espirituales. *Without prayer, we cannot know spiritual truths.*

42b

Prepositional Pronouns

Prepositional pronouns are simply pronouns that follow a preposition. Except for the **yo** and **tú** forms, these prepositional pronouns are the same as the subject pronouns.

Prepositional Pronouns	
mí	nosotros/as
ti	vosotros/as
usted	ustedes
él/ ella	ellos/as

Examples
Dios tiene bendiciones **para mí**. *God has blessings for me.*
Cristo dijo, "**A ti** te daré las llaves del reino…" *Christ said, "I will give the keys of the kingdom unto you…"*

To say **with me**, **with you**, and **with him/herself**, use the special prepositional forms *conmigo***,** *contigo* and the reflexive *consigo.*

Examples:

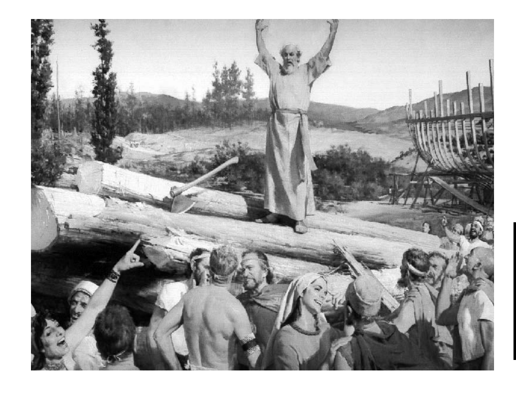
Él es muy amable **conmigo**. *He is very nice to me.*
¿Quién habla **contigo**? *Who are you talking with?*
Él lleva las Escrituras **consigo**. *He carries the scriptures with him.*

Activities (see answers on pp. 266-267)

A. Find Prepositions

Write down all the prepositions, in order, from the following paragraph. Check your answers.

Hay muchos ejemplos en la Biblia de profetas que hablaban por Dios. Dios mandó a Noé para advertir a la gente que si no se arrepentían, Dios mandaría un diluvio a la tierra. La gente, sin embargo, se rebeló contra Noé y no quiso escuchar sus palabras. Noé construyó un arca para él y para su familia. Él entró en el arca con su familia y muchos animales. Después, llovió durante mucho tiempo y toda la gente menos Noé y su familia murió. Esta historia nos enseña que el escuchar a los profetas nos puede mantener a salvo. Mediante Su profeta, el Señor nos dice lo que debemos hacer para evitar el peligro.



Time/Loc.

B. Translation

Translate the following sentences, focusing on using prepositions correctly. Check your answers.

1. We're going to the chapel.
2. Can we teach your friend in your house?
3. This is a scripture about repentance.
4. During the meeting, several people give talks.
5. Will you (pl. formal) attend church with us this Sunday?
6. A covenant is an agreement between God and us.
7. Sometimes people rebel against the prophets.
8. We can live forever with our families.
9. God has a plan for you.
10. During an apostasy, there is no prophet.
11. We can progress towards eternal life.
12. Prophets speak for God.
13. God restored the Church through Joseph Smith.
14. We want to be innocent before God.
15. The Israelites were under the law of Moses.
16. This book contains the writings of ancient prophets.
17. According to this scripture, what is faith?
18. Between death and the resurrection, we are in the spirit world.
19. Without Jesus Christ, we cannot be saved.
20. We will wait in the spirit world until the resurrection.
21. I've received great blessings since my baptism.
22. We will meet at the activity.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. El bautismo va a ser *a la capilla.
   The baptism is going to be at the church.
2. El obispo es el hombre ***en** el traje negro.
   The bishop is the man in the black suit.
3. Vamos a reunirnos con el obispo ***en** la mañana.
   We're going to meet with the bishop in the morning.
4. Quiero estar cerca ***a** Dios.
   I want to be close to God.
5. Cuando pienso ***de** mis bendiciones, siento gratitud.
   When I think of my blessings, I feel gratitude.
6. Es importante ***para** orar todos los días.
   It's important to pray every day.
7. Quiero compartir mi testimonio ***consigo**.
   I want to share my testimony with you.
8. Vamos a ir ***por** autobús a la actividad.
   We're going to go by bus to the activity.
9. ¿Está dispuesto* **de** obedecer la Palabra de Sabiduría?
   Are you willing to obey the Word of Wisdom?
10. Somos responsables ***para** nuestras decisiones.
    We're responsible for our decisions.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Esto demuestra que estamos dispuestos de obedecer.
2. ¿De qué consiste el arrepentimiento?
3. ¿Está preparado por su bautismo?
4. ¿Qué creen en cuanto del bautismo?
5. Nefi construyó un barco por mano.
6. Nuestro galardón depende de nuestra obediencia.
7. Vamos a reunirnos a la casa de los García.
8. Estas cosas pueden ser difíciles hacer.
9. Para entrar el templo necesitamos una recomendación.
10. ¿Podemos volver a las dos en la tarde?
11. ¿El obispo habló consigo?
12. Pasaremos por usted y luego iremos a pie a la capilla.
13. Vamos por autobús a la capilla.
14. El templo está 60 kilómetros de aquí.
15. Sé que Dios tiene un plan para yo.
16. Dios ha sido muy misericordioso con mí.

Time/Loc.

E. Scripture Activity

Read your Spanish and English scriptures side by side and note the differences between prepositions. Create sentences from the scriptures that you can use in your teaching.

F. Language Study Plan Activities

1. "Actively listen," bullet 3. Prepositions are some of the most difficult things to master in learning Spanish. Pay close attention to how natives use prepositions, especially when they use a different preposition than you would in English. Ask a native when you are unsure of which preposition to use with a given phrase.
2. "Memorize vocabulary and phrases," bullet 6. Find important scriptures that use prepositions differently than English. Memorize them and use them in teaching situations according to the principles in Chapter 10.
3. "Memorize vocabulary and phrases," bullet 3. Create flashcards of verbs that use a preposition different from English (for example, *pensar*, *depender*, or *consistir*) and memorize the verbs with their preposition.

G. Online Assessment

To further review this principle, complete the online assessment associated with it.

Review – Time, Date and Location

This review will help you see how well you have learned the material in the previous sections. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following functions:

Asking and answering questions of time, date and location

- Time and Date
- Prepositions
- Present Subjunctive: Adverb Clauses
- *Ser y Estar* (*Ser* and *Estar* with location)
- Common Expressions (*Hacer* and *Llevar* in Time Expressions)

Activities (see answers on p. 266)

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 9 errors in it. Check your answers.

Mientras somos aquí en la tierra, tenemos muchas oportunidades a progresar. Todos tenemos el libre albedrío, el cual nos da la capacidad a escoger entre el bien y el mal. Sin embargo, es importante para recordar que también somos responsables para nuestras decisiones. Necesitamos siempre obedecer a Dios y ser en lugares donde el Espíritu pueda estar presente para que podemos recibir las bendiciones prometidas. Estoy agradecido por todas las bendiciones que he recibido y siento que Dios ha sido muy misericordioso con mí y con mi familia. Sé que usted también puede recibir estas bendiciones y volver a ser con su Padre Celestial.

B. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 8 errors in it. Check your answers.

Quiero compartir mi testimonio consigo. Yo he sido misionero por cuatro meses. Durante este tiempo he aprendido mucho del amor que Dios tiene para Sus hijos. Sé que Él es nuestro Padre Celestial y quiere que seamos felices. Pero no podemos ser felices a menos que seguimos las enseñanzas de Jesucristo. Sé que Él es el Hijo de Dios y que si estamos dispuestos de seguir lo que Él nos ha pedido, podemos volver a ser con Dios. Para recibir esta bendición, es importante para ganar un testimonio y actuar según ese testimonio. Sé que el Libro de Mormón es verdadero y que José Smith fue un profeta. También sé que hay profetas que son en la tierra hoy y que ellos desean también que seamos felices.

C. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. Nuestra cita es a tres y media, ¿verdad?
2. ¿Están dispuestos de seguir al profeta?
3. Sé que esto no es fácil hacer.
4. El arrepentimiento consiste de varias partes.
5. Hablaremos de estos capítulos cuando volvemos.
6. Es importante para estudiar las Escrituras todos los días.
7. La iglesia es cerca del supermercado.
8. En cuanto averiguamos la respuesta, lo llamaremos.
9. ¿Dónde es su casa?
10. ¿Hace cuánto que ha estado leyendo el libro?
11. ¿Podemos tener la lección a su casa?
12. Los otros misioneros van a hablar consigo.
13. Hace casi un año que he sido misionero.
14. Podemos estar cerca a Dios.
15. Hay reuniones en los domingos a las 10.
16. Podemos ir por taxi a la actividad.
17. Nefi construyó el barco por mano.
18. Es esencial para orar todos los días.
19. La capilla está dos kilómetros de aquí.
20. Su bautismo será a la capilla.
21. El obispo puede hablar consigo en cuanto a eso.
22. Para yo la familia es muy importante.
23. El Espíritu nos guía para que entendemos la verdad.
24. ¿Podemos reunirnos a las seis en la mañana?
25. José Smith tuvo su visión en dieciocho veinte.
26. Su confirmación será en domingo.
27. Estaremos allí a cinco de la tarde.
28. El Espíritu puede ser con usted.
29. La Conferencia General está en Salt Lake City.
30. Siento el amor que Dios tiene hacia yo.
31. Recibí el sacerdocio un año atrás.
32. Vimos a su amigo al parque.
33. Hoy es el viernes.
34. Con tal de que nos arrepentimos sinceramente, Dios nos perdonará.

D. Translation
On a separate sheet of paper, translate the following sentences into Spanish. Check your answers.

1. How long have you (pl. formal) lived here?
2. I had been reading for half an hour.
3. We'll have an interview at 6:30 PM on Saturday.
4. God has a plan for me.
5. We go to the church by bus.
6. The activity will be at the church.
7. Is your (sing. formal) friend's house near yours?
8. Can we come at 7:30?
9. How long have you (pl. formal) been members?
10. When we arrive, you (pl. formal) will meet the bishop.
11. A covenant is an agreement between God and us.
12. According to this scripture, why is it important to have faith?
13. It's five-thirty right now.
14. I was baptized six years ago.
15. Will you (sing. formal) share your testimony with us?
16. Under the direction of His Father, Christ created the earth.
17. We were with God before this life.
18. The scripture is on page 734.
19. During an apostasy there are no prophets.
20. Is the lesson at your (pl. formal) house?
21. We don't receive blessings unless we obey.
22. It's important to pray before reading.

E. Companion Activities

1. Come up with a list of at least 10 events that you have scheduled for the next few weeks and to which you could invite an investigator (for example, a ward activity, a baptism, a fireside, church meetings, a family home evening, a member's home, English class, etc.) with a date, time, and location for each. Then have your companion play the role of an investigator and practice inviting him or her to that event. Focus on expressing the time and date correctly and using *ser* and *estar* correctly to express location. Get feedback on how well you used these principles.

2. In your area book, find the Teaching Record for one of your progressing investigator. For each entry under "Comments about Teaching Visits," tell your companion how long ago the lesson was using *hacer*, where the lesson was using *ser* or *estar*, and who was there using *ser* or *estar.* Have your companion correct you as you go. Then discuss the investigator's progress and needs with your companion based on the comments on his or her Teaching Record.

3. Listed below are several important events in Church history as well as a list of dates. Match each event with its date and tell your companion when the event occured in a complete sentence. Have your companion check your answers in the answers section as you say each sentence.

1. La Iglesia se organizó	a. May 15, 1829
2. Se restauró el Sacerdocio Aarónico	b. December 23, 1805
3. José Smith recibió las planchas	c. Spring of 1820
4. José Smith nació	d. June 27, 1844
5. Primera Visión	e. April 6, 1830
6. Sale el primer ejemplar impreso del Libro de Mormón	f. July 24, 1847
7. Asesinato de José Smith	g. March 26, 1830
8. Los pioneros llegan a Utah	h. September 22, 1827

F. Audio Activity
Listen to the clip "Testificar." As you listen, write down 10 phrases you hear that use prepositions. Then write your own phrases for each preposition you wrote down. Use the phrases to bear your tesitmony to your companion as if he or she were a new investigator. Talk about living in a new place and the love you have for the people, when you decided to come on a mission, how long you've been a missionary and in that particular area. and how you will feel when you go home. Get feedback on how well you used prepositions, *ser* and *estar* with location, time expressions with *hacer* and *llevar*, and present subjunctive in adverb clauses.

G. Listening Activity
Ask a native speaker to tell you about 6–8 meaningful life events. As you listen, note how the native speaker expresses times, dates, and locations. Ask questions to find out more about each event using the grammar from this review.

H. Scripture Activity
Find a Spanish scripture that you will teach to one of your investigators and that uses prepositions differently than the English version. Practice sharing the scripture with your companion in the role of that investigator. As you share it, give background on the scripture and use *ser* and *estar* with location. Get feedback on how well you used prepositions and *ser* and *estar* with location.

Asking and answering questions of

Quality, Quantity, Number, and Sequence

Purpose

This function is to help you talk about a comparison between two things; for example, which kingdom of glory is the highest, or how we can exercise greater faith. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- "The Book of Mormon is the **most** correct book on earth...and a man would get **nearer** to God by abiding by its precepts..." (Comparatives and Superlatives)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- The Gospel Blesses Families (How does the gospel help our families be better?)
- The Great Apostasy (How are people different during a time of apostasy?)
- Kingdoms of Glory (Which kingdom is the highest/lowest?)
- We Can Be Cleansed from Sin (In what ways can we be more like the Savior?)

Tasks from Missionary Vocabulary and Phrase Book

- Make a Purchase (When selecting an item to buy, which is the best? Why?)

Comparatives and Superlatives

Examples from *Vocabulary and Phrases*

Could we come an hour **later**?	¿Podríamos ir una hora **más tarde**?
Do you have it in a **larger** size?	¿Lo tiene en una talla **más grande**?
When's the **best** time to call back?	¿Cuál es la **mejor** hora para volver a llamar?
As a result of a sincere repentance we feel the spirit in **greater** abundance.	Como resultado de un arrepentimiento sincero sentimos el Espíritu en **mayor** grado.

Explanation

Comparatives are used to **compare** two or more things to each other.

Comparatives

43a

Comparison of Inequality

The following chart shows the two patterns that can be used to express the idea of **more than** and **less than**.

más **menos**	adjective adverb noun	**que**	La fe es **más** poderosa **que** las ideas del mundo. *Faith is **more** powerful **than** the world´s ideas.* El reino telestial es **menos** glorioso **que** el reino terrestre. *The telestial kingdom is **less** glorious **than** the terrestrial kingdom.*
verb	**más** **menos**	**que**	Esos misioneros sonríen **más que** otros. *Those missionaries smile **more** often **than** others.* Los injustos obedecen **menos que** los injustos. *The unrighteous obey **less than** the righteous.*

Note: When saying **more than** or **less than** with numbers, *de* replaces *que*.

Example: Enseñamos **más/menos de cinco** lecciones
*We taught **more/less than five** lessons.*

43b

Comparison of Equality

The following chart shows the three patterns that can be used to express equality.

tan	adjective adverb	**como**	El reino celestial es **tan** glorioso **como** el sol. *The celestial kingdom is **as** glorious **as** the sun.* Los élderes viven **tan** rectamente **como** las hermanas. *The elders live **as** righteously **as** the sisters.*
tanto tanta tantos tantas	**noun**	**como**	En el mundo telestial habrá **tantos** habitantes **como** arenas en las playas del mar. *In the telestial world, there are **as many** people **as** sand upon the seashore.*
verb	**tanto como**		Predicamos el Evangelio **tanto como** ellos. *We preach the Gospel **as much as** they do.*

Quantity

43c

Special Comparative Words

Some very common comparisons have special forms. These forms agree with the noun in number (singular/plural).

mejor **mejores**	→	*better, best*	Este libro es **mejor que** el otro. *This book is **better than** the other.*
peor **peores**	→	*worse, worst*	El tiempo está **peor que** antes. *The weather is **worse than** before.*
mayor **mayores**	→	*older, oldest, greater, greatest*	Soy **mayor que** mi hermano. *I am **older than** my brother.*
menor **menores**	→	*younger, youngest, lesser, least*	Mi hermano es **menor que** yo. *My brother is **younger than** me.*

Superlatives

43d

Superlatives are not used just to say that one thing is bigger than another, for example, but to say that it is the **biggest** or **best** of all.

To form the superlative, use the comparative form with a definite article or possessive adjective. The following charts show the patterns that can be used to express the highest or the lowest degree of a particular quality when comparing people or things to many others in the same group or category.

	Optional			
el **la** **los** **las**	noun	**más** **menos**	adjective	El reino celestial es **el** reino **más alto**. *The celestial kingdom is **the highest** kingdom.* **El menos glorioso** es el reino telestial. ***The least glorious** is the telestial kingdom.*

Note: Spanish uses *de*, not *en*, with superlatives to say "*the best in the world,*" and phrases like it.

Example: Soy el misionero más alto **de** nuestro distrito.
I'm the tallest missionary in our district.

el **la** **los** **las**	**mejor(es)** **peor(es)** **mayor(es)** **menor(es)**	noun	La exaltación es **la mejor recompensa**. *Exaltation is the **best/greatest reward**.* **El menor grado** de gloria es el del reino telestial. ***The least degree** of glory is that of the telestial kingdom.*

Activities (see answers on pp. 267-268)

A. Translation

Translate the following sentences, focusing on using comparatives correctly. Check your answers. Then try to come up with as many other comparative sentences as you can from the sentences given (Ex: For #1, you may give the Spanish sentence for "Earthly goods are the *least* important," or "The gospel is *more* important than earthly goods").

1. Earthly goods are less important than the gospel.
2. There are more people at this activity than last activity.
3. My testimony is stronger than before.
4. There are more temples now than before.
5. God is more powerful than Satan.
6. The word of God is more powerful than the sword.
7. We work with members more often than before.
8. The scriptures are more precious than gold.
9. Obedience is more important than sacrifice.
10. Two witnesses are more convincing than one.
11. Nephi murmured less than Laman and Lemuel.
12. The light was shining brighter than the sun.

B. Translation
Translate the following sentences, focusing on using comparisons of equality correctly. Check your answers.

1. Satan wants people to be as miserable as him.
2. ¿Do you pray as much as before?
3. God loves people today as much as in ancient times.
4. You are as important as me to God.
5. Nephi worked as hard as he could to build the ship.
6. Laman and Lemuel were not as faithful as Nephi.
7. Nobody has suffered as much as Christ.
8. Isaiah taught that are sins can become as white as snow.
9. You can be as clean as when you were born.
10. We aren't as perfect as Jesus.

C. Translation
Translate the following sentences, focusing on using superlatives correctly. Check your answers.

1. The family is the most important social unit.
2. The telestial kingdom is the lowest kingdom.
3. The Book of Mormon is the most correct book on earth.
4. Our most important obligation is to God.
5. Laman was Lehi's oldest son.
6. My oldest brother served a mission in Taiwan.
7. That was the most difficult experience of my life.
8. My baptism was one of the happiest days of my life.
9. God can't consider sin with the least degree of allowance.
10. I've had some of my most powerful spiritual experiences while reading the scriptures.

D. Common Errors
Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Hay más *__que__ 125 templos en el mundo.
   There are more than 125 temples in the world.
2. Orar es tan importante *__que__ leer.
   Praying is as important as reading.
3. Es una de las bendiciones más grandes *__en__ el mundo.
   It's one of the greatest blessings in the world.
4. ¿Se siente *__más bien__ que antes?
   Do you feel better than before?
5. A veces es bueno leer el versículo más *__que__ una vez.
   Sometimes it's good to read the verse more than once.
6. Usted es uno de los miembros más fuertes *__en__ el barrio.
   You are one of the strongest members in the ward.
7. La confirmación es tan importante *__que__ el bautismo.
   Confirmation is as important as baptism.
8. Me siento *__tanto__ feliz como usted.
   I feel as happy as you.

E. Error Correction
Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Siempre me siento más bien después de arrepentirme.
2. Debemos ayudar a los que no tienen tanto como nosotros.
3. El Espíritu es el don más valioso en el mundo.
4. Nadie es tanto perfecto como Jesucristo.
5. Dios es más amoroso que cualquier persona en la tierra.
6. Siento más paz después de orar que antes.
7. Siento el Espíritu más fuerte que nunca.
8. José Smith nació hace más que 200 años.
9. Después de pecar, siempre me siento peor.
10. Tal vez no tengo tantas problemas como usted.
11. La capilla está a poco más que tres kilómetros de aquí.
12. ¿Siente que su testimonio es más fuerte ahora que antes?
13. La obediencia es mejor que el sacrificio.
14. Un alma ahora es tan importante como en el tiempo de Cristo.

Quantity

F. *Preach My Gospel* Activity

Read the principle "Reinos de gloria" from lesson two in *Predicad Mi Evangelio*. Write down all of the comparative and superlative statements from this principle. Check your answers. Then write as many sentences using comparative and superlatives as you can that relate to this principle and have your companion check them. Using your sentences, teach your companion this principle as if he or she were one of your investigators. Get feedback on how well you used comparatives and superlatives.

G. Scripture Activities

1. Read Alma 32:42 and write down the three comparative phrases used in this verse. Check your answers. Think of an investigator who could benefit from this verse. Using comparative constructions, describe the verse in your own words to your companion, as if he or she were that investigator. Get feedback on your use of comparatives.
2. Read Alma 39:19 and write down the comparative construction used. Check your answer. Then use this verse to teach your companion as if he or she were a new investigator about how God loves His children the same in every age of the world. Include other comparative constructions in your teaching. Get feedback from your companion.

H. Language Study Plan Activities

1. "Learn grammar," bullet 1. Look for comparatives and superlatives in the scriptures, *Predicad Mi Evangelio,* brochures, and other missionary materials. Ask others for help understanding how comparatives and superlatives are used.
2. "Learn grammar," bullet 2. Make as many sentences as you can that use comparatives and superlatives and that you could use in upcoming teaching appointments. Have your companion or a native speaker check them.

I. Online Assessment

To further review this principle, complete the online assessment associated with it.

Asking and answering questions of

Cause and Effect

Purpose

This function will help you talk about what is happening or what we need to do; for example, what God does for us, or what we do to keep the Sabbath day holy. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- Moroni told Joseph he **would be** known the world over. (Conditional)
- God has a body of flesh **and** bone. (Conjunctions)
- Christ paid the price **for** our sins. (*Por y Para* [*Por*])
- Having faith makes us want to repent. (Present Subjunctive: Noun Clauses)
- Christ died **so that** we **could** be free from sin. (Present Subjunctive: Adverb Clauses)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

<u>Doctrines from the Lessons</u>

- The Great Apostasy (Why was there a Great Apostasy?)
- The Restoration of the Gospel of Jesus Christ (What would have happened without the Restoration? List the doctrines that were restored by Joseph Smith.)
- The Book of Mormon (What are the most important principles taught in the Book of Mormon?)
- Agency and the Fall (What would have happened if Eve hadn't partaken of the fruit?)
- Atonement (Where would we be without the Atonement? Why did Christ suffer for us?)
- Resurrection, Judgment, Immortality (What will happen when we are judged?)
- Through Christ We Can Be Cleansed from Sin (We can't be cleansed from our sins unless ______.)
- Faith (What do we believe when we have faith?)
- Repentance (What will happen if we don't repent?)

<u>Tasks from Missionary Vocabulary and Phrase Book</u>

- Extend Commitment invitations (What blessings will they receive after they have kept their commitment?)
- Use the Scriptures (How would the scripture apply to the life of the investigator?

Conditional

Examples from *Vocabulary and Phrases*

We understand how that **could** be difficult.	Entendemos por qué eso **podría** ser difícil.
Would it be alright for us to come by again?	¿**Estaría** bien si pasamos otra vez?
This parable teaches that a universal apostasy **would take place**.	Esta parábola enseña que **ocurriría** una apostasía universal.
How **would** Peter **react** if we invited him to attend church?	¿Cómo **reaccionaría** Pedro si lo invitáramos a asistir a la iglesia?

Explanation

The conditional tense is used to:

44a	Say what would happen under certain conditions.	En una situación así, **sería** importante saber la verdad. *In a situation like that, it **would be** important to know the truth* En esa situación, ¿cómo **respondería** Dios a su oración? *In that situation, how **would** God answer your prayer?*
44b	Talk about future actions or conditions from a past point of view.	Los profetas sabían que las personas **recibirían** estas cosas. *The prophets knew that people **would receive** these things.* Decidí que **leería** el Libro de Mormón. *I decided that I **would read** the Book of Mormon*
44c	Make polite requests or soften suggestions and statements.	Nos **gustaría** compartir una Escritura con ustedes. *We **would like** to share a scripture with you.* ¿**Podríamos** leer unas partes del Libro de Mormón con usted? ***Could we read** some parts of the Book of Mormon with you?*
44d	Express probability or speculate about the past.	**Sería** muy difícil tomar esa decisión. ***It was probably** very difficult to make that decision.* **Tendrían** que enseñarles ese principio varias veces. *They **probably had** to teach them that principle several times.*

The conditional tense is the Spanish equivalent of the English auxiliary verb **would**.

Forms: Regular

44e The endings for *-ar*, *-er* and *-ir* verbs are all the same for the conditional tense:

Conditional tense endings

-ía	-íamos
-ías	-íais
-ía	-ían

To conjugate conditional in the future tense:

1. Take the infinitive verb.

orar

2. Add the conditional tense ending that agrees with the subject.

orar**ía**	orar**íamos**
orar**ías**	orar**íais**
orar**ía**	orar**ían**

Note: The conditional endings are added directly to the infinitive. Do not drop the –ar, –er, –ir endings before adding the conditional ending. Also, note that the conditional endings are the same as the imperfect ones for –er and –ir verbs.

Cause

Forms: Irregular

44f

With irregular verbs, you must make a change to the stem before adding the conditional tense ending. There are three kinds of stem changes in the conditional:

Infinitives		Drop the Vowel from the Infinitive Ending.	
caber	→	**cabr–**	cabr*ía*, cabr*ías*, etc.
haber	→	**habr–**	habr*ía*, habr*ías*, etc.
poder	→	**podr–**	podr*ía*, podr*ías*, etc.
querer	→	**querr–**	querr*ía*, querr*ías*, etc.
saber	→	**sabr–**	sabr*ía*, sabr*ías*, etc.

Infinitives		Replace the Final Vowel of the Infinitive Ending with -d-	
venir	→	**vendr–**	vendr*ía*, vendr*ías*, etc.
poner	→	**pondr–**	pondr*ía*, pondr*ías*, etc.
salir	→	**saldr–**	saldr*ía*, saldr*ías*, etc.
tener	→	**tendr–**	tendr*ía*, tendr*ías*, etc.
valer	→	**valdr–**	valdr*ía*, valdr*ías*, etc.

Infinitives		Use a Shortened Form of the Infinitive.	
decir	→	**dir–**	dir*ía*, dir*ías*, etc.
hacer	→	**har–**	har*ía*, har*ías*, etc.

Verbs derived from or containing an irregular verb in the conditional (*hacer*, *poner*, *tener*, and *venir*) will follow the same pattern as the form shown above.

Example:			
	tener	→	**tendría**
	ob**tener**	→	ob**tendría**
	hacer	→	**haría**
	des**hacer**	→	des**haría**

Exception : Verbs containing *decir* follow the same rules as regular verbs.

Example: bendecir bendecir**ía**

Note that the irregulars in the conditional are the same as the irregulars in the future.

Activities (see answers on pp. 268–269)

A. Conjugation

Conjugate each verb in the conditional in a verb tree. Check your answers. Then create a sentence that you could use in a teaching situation for each verb.

saber	poner	decir	querer	hacer
leer	pensar	tener	enseñar	ir

B. What Would You Do If…

On a separate sheet of paper, write as many sentences as you can explaining what you would do in each one of these situations. Focus on your use of the conditional and have your companion or a native review your sentences after you finish.

Example: Un investigador no cumple con su compromiso de leer el Libro de Mormón.
Quedaría deshecho., Haría hincapié en la importancia de leer., etc.

1. Un investigador no está en su casa.
2. El obispo necesita conocer a los investigadores.
3. Termina de leer el Libro de Mormón.
4. Recibe una referencia.
5. Uno de sus investigadores tiene problemas para dejar de fumar.
6. A uno de sus investigadores le da vergüenza orar.

7. Fija una fecha bautismal.
8. La familia de uno de sus investigadores se opone a que se bautice.
9. Uno de sus investigadores tiene mucha dificultad para entender las Escrituras.
10. Una familia de miembros tiene miedo de invitar a sus amigos a una noche de hogar.

C. Fill in the Blank

On a separate sheet of paper, write the correct conditional conjugation for each sentence. Check your answers.

1. ¿Qué bendiciones ____ (poder) (usted) pedir a Dios?
2. ¿Cómo ____ (poder) ustedes ejercer su fe?
3. ¿Cómo ____ (reaccionar) (ustedes) si estuvieran en una situación como Nefi?
4. Si no tuviéramos una cita ____ (visitar) a antiguos investigadores.
5. ¿Qué preguntas ____ (hacer) usted a un profeta?
6. ¿Qué ____ (hacer) usted para acercarse más a Dios?
7. Nos ____ (encantar) cantar un himno para usted.
8. ¿Qué ____ (hacer) Jesús si estuviera hoy aquí?
9. ¿Qué bendiciones ____ (desear) tener usted en su vida?
10. Nos ____ (gustar) comenzar con una oración si está bien.

D. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. José Smith sabía que Dios ***contestará** su oración.
Joseph Smith knew God would answer his prayer.
2. Si usted fuera José Smith, ¿qué le ***deciría** a Dios?
If you were Joseph Smith, what would you say to God?
3. Cuando vivía con mis padres, ***oraríamos** todos los días.
When I lived with my parents, we would pray every day.
4. Los profetas testificaron que Cristo ***vendrá** al mundo.
The prophets testified that Christ would come to the earth.
5. Alma enseñó que Cristo ***supería** la muerte.
Alma taught that Christ would overcome death.
6. Usted ***leería** este libro.
You should read this book.
7. Si usted ***leería**, encontraría respuestas.
If you would read, you would find answers.
8. Todos los días mi madre me ***diría** que me amaba.
Every day my mother would tell me she loved me.

E. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ¿Cómo influiría en su vida este conocimiento?
2. Serían las doce cuando pasamos por su casa.
3. Si prestaríamos más atención, recibiríamos más guía.
4. José Smith leería la Biblia para encontrar respuestas.
5. Deberíamos tener más fe de la que tenemos.
6. Nefi profetizó que Cristo nacería 600 años después.
7. Si entendiera la verdad, ¿qué haría?
8. Pablo profetizó que habría una apostasía.
9. Si supiera que Dios le daría una respuesta, ¿oraría?
10. ¿Qué haría para recibir ese conocimiento?
11. Cuando me bauticé prometí que sería un testigo de Dios en todo momento
12. Dios llamaría a un nuevo profeta, pero la gente lo rechazaba.
13. Todos los años antes de empezar la escuela, mi padre me daría una bendición.
14. ¿Cuándo poderíamos pasar otra vez?

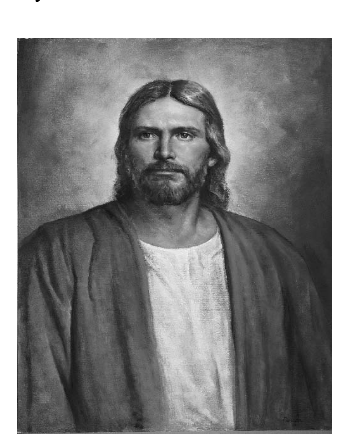
F. *Predicad Mi Evangelio* Activity

Complete the personal study activity on page 192 of *Predicad Mi Evangelio*. Write down what you would do in the situation given and go over your answers with your companion. Together with him or her, come up with other hypothetical situations and write down how you would respond to each one.

G. Scripture Activities

1. Read Mos. 15:19. This verse talks about what would happen if there were no redemption. Write down the consequence given in the verse. Check your answer. Then write as many other consequences as you can following the same pattern. Focus on your use of the conditional and have your companion check your sentences after you finish.

2. Read 2 Ne. 3:5–6. Write down all the conditional verbs. What use of conditional are these verses a good example of? Check your answers.



H. Audio Activity

Listen to the clip “Obtener referencias.” Write down all of the conditional verbs you hear. Listen again and write down the sentence that contains each conditional verb. Check your answers. Create a plan for asking for referrals considering how you could use the sentences from the clip to ask for a referral. Then have your companion play the role of one of your investigators or a member and practice asking him or her for a referral.

I. Language Study Plan Activities

1. “Learn grammar,” bullet 2. Create sentences using the conditional for a lesson you will be teaching today and practice using them with your companion.

2. “Actively listen,” bullet 3. Listen for when and how native speakers use conditional. Consider how they use it differently than you and set goals to help you use the conditional more like a native.

3. “Memorize vocabulary and phrases,” bullet 6. Read through some of the scriptures that you frequently share with investigators and find some that use the conditional. Memorize the scriptures and practice sharing them with your companion. Follow the guidelines for sharing scriptures in Chapter 10.



J. Online Assessment

To further review this principle, complete the online assessment associated with it.

Conjunctions

Examples from *Vocabulary and Phrases*

The Lord promises to help us **if** we ask Him.	El Señor promete ayudarnos **si** se lo pedimos.
We know **that** the Lord will strengthen you.	Sabemos **que** el Señor va a fortalecerlo.
Will you try again to pray **and** ask God?	¿Intentará otra vez orar **y** preguntarle a Dios?
After the anointing, one **or** more priesthood holders will lay their hands on your head.	Después de la unción uno **o** más poseedores del sacerdocio le pondrán las manos sobre su cabeza.

Explanation

A **conjunction** is a word used to connect ideas. Here are some Spanish conjunctions and rules for using them:

	Conjunctions	Meaning	Examples
45a	**Y**	*Y* means **and**. It changes to *e* before words that begin with the *i* sound (e.g., *iglesia*, *hijo*, etc.)	Los profetas enseñan **y** testifican. *Prophets teach **and** testify.*
			El mensaje de los profetas es de gran valor **e** importancia. *The message of the prophets is of great value **and** importance.*
45b	**O**	*O* means **or** or **either**. It changes to *u* before words that begin with the *o* sound (e.g., *obediencia*, *hogar*, etc.)	Este mensaje de la restauración **o** es verdadero **o** no lo es. *This message of the restoration is **either** true **or** it isn't.*
			El rechazar un principio **u** ordenanza lleva a la apostasía. *Rejecting a principle **or** ordinance leads to apostasy.*
45c	**NI**	*Ni* means **neither**, **nor**, or **or** in negative sentences.	A veces la gente no escucha **ni** acepta a los profetas. *Sometimes people don't listen to **or** accept the prophets.*
			Durante una apostasía, Dios no llama **ni** a profetas **ni** a apóstoles. *During an apostasy, God calls **neither** prophets **nor** apostles.*
45d	**PERO**	*Pero* means **but**.	Dios nos enseña, **pero** no nos obliga a obedecer. *God teaches us, **but** he doesn't force us to obey.*
			Dios llama profetas, **pero** la gente no siempre acepta su mensaje. *God calls prophets, **but** the people don't always accept their message.*
45e	**SINO**	*Sino*, which means **rather** or **but**, follows and offers an alternative to a negative statement	Obedecer a los profetas no es una carga, **sino** una bendición. *Obeying the prophets is not a burden, **but** a blessing.*
			Las palabras de los profetas no son suyas, **sino** de Dios. *The words of the prophets aren't theirs, **but** God's.*
45f	**QUE**	*Que* is most frequently translated as *that*. (In English, it is sometimes optional to use "that", but "que" is **never dropped** in Spanish.)	Yo sé **que** Dios llama profetas. *I know (**that**) God calls prophets.*
			Los profetas enseñan **que** debemos seguir a Dios. *The prophets teach **that** we should follow God.*
45g	**SI**	*Si* means **if** or **whether**.	**Si** seguimos a los profetas, recibimos bendiciones. ***If** we follow the prophets, we receive blessings.*
			No sabemos **si** ir o no. *We don´t know **whether** to go or not.*

Activities (see answers on p. 269)

A. Translation

On a separate sheet of paper, write the correct conjunction that would be used to translate the bolded word. Check your answers.

1. We're here to learn **and** grow.
2. We should read **and** pray.
3. I know **that** the Church is true.
4. Christ didn't come to condemn the world, **but** to save it.
5. God blesses us **if** we obey.
6. There were no prophets **or** apostles.
7. We shouldn't fear **or** doubt.
8. God is merciful, **but** also just.
9. Feelings from the Spirit are quiet **but** powerful.
10. Ether taught **that** our weakness could become strengths.
11. We feel remorse **or** godly sorrow.
12. We shouldn't feel depressed **or** discouraged.
13. **Neither** you nor I can save ourselves.
14. We **either** accept or reject the covenant.
15. **If** you pray, God will listen.
16. We should pray not just for our friends, **but** also for our enemies.

B. Fill in the Blank

On a separate sheet of paper, write the conjunction that would complete each sentence. Check your answers.

1. José Smith vio a Dios ___ (*and*) a Jesucristo.
2. ¿Qué siente cuando lee las Escrituras ___ (*or*) ora?
3. Podemos escoger obedecer ___ (*or*) desobedecer.
4. Dios responderá ___ (*if*) usted ora con fe.
5. No era una voz fuerte ___ (*but rather*) una voz suave.
6. En el Jardín Adán y Eva no sentían gozo ___ (*nor*) dolor.
7. Noé predicó el Evangelio, ___ (*but*) la gente lo rechazó.
8. Sé ___ (*that*) lo que mi compañero dijo es verdad.
9. Antes éramos hijos ___ (*and*) hijas espirituales de Dios.
10. ___ (*If*) nos arrepentimos, Dios nos perdonará.
11. Dios sabía ___ (*that*) pasaríamos por dificultades.
12. Dios no nos obliga a obedecer, ___ (*but rather*) que nos invita.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Dios tiene un cuerpo perfecto ***y** inmortal.
   God has a perfect and immortal body.
2. La verdad no cambia con el tiempo, ***sino es** la misma.
   Truth doesn't change with time, but is the same.
3. La fe no es sólo creer, ***pero** también actuar.
   Faith is not just believing, but also acting.
4. Adán y Eva no tenían penas ***o** dolor en el Jardín.
   Adam and Eve didn't have sorrow or pain in the Garden.
5. Cristo dijo ***ninguna** de las iglesias era verdadera.
   Christ said none of the churches were true.
6. No oramos con vanas repiticiones, ***pero** del corazón.
   We don't pray with vain repititions, but from the heart.
7. La luz de Cristo no es un personaje, ***pero** una influencia.
   The light of Christ isn't a person, but an influence.
8. Usted ***sabe** la Iglesia es verdadera.
   You know the Church is true.
9. A veces la gente rechaza los principios ***o** ordenanzas.
   Sometimes people reject the principles or ordinances.
10. Preste atención a sus pensamientos ***y** impresiones.
    Pay attention to your thoughts and impressions.

Cause

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Podemos aceptar o rechazar el Evangelio.
2. No debemos hacer o decir nada que ofenda al Espíritu.
3. ¿Llamará y invitará a su amigo?
4. No hay otro nombre ni camino sino el de Jesucristo.
5. Alma dijo debemos ser humildes.
6. Los profetas sabían Jesucristo vendría.

7. Cristo no estaba en la tumba, sino que había resucitado.
8. Esta vida es una oportunidad y una bendición.
9. La obediencia no es una carga, pero una bendición.
10. ¿Qué bendiciones ha recibido por su fe o obediencia?
11. Algunas personas no creían en Jesucristo o en Sus Apóstoles.
12. ¿Cómo ha sentido que Dios lo ama?
13. Podemos seguir a Dios o otras influencias.
14. Nuestro mensaje no es de nosotros, pero de Dios.
15. No nos arrepentimos sólo una vez, sino nos arrepentimos toda nuestra vida.
16. Cristo efectuó la Expiación y hizo posible el arrepentimiento.

E. Scripture Activity

For each of the conjunctions listed below, read the scripture given and note how the conjugation is used. Then practice teaching the scripture to your companion as if he or she were one of your investigators. Get feedback on your use of conjunctions.

Ni:	2 Ne. 2:11	**Sino:**	Mar. 2:17
O:	1 Ne. 14:7	**Que:**	JS-H 1:33–34
Y:	2 Ne. 9:9–10	**Si:**	Lucas 11:11
Pero:	JS-H 1:8		

F. Language Study Plan Activities

1. "Learn grammar," bullet 3. As you read your scriptures, *Predicad Mi Evangelio*, and other materials in Spanish, pay attention to how conjunctions are used. Focus especially on *ni, sino,* and *que* because they work differently than their English counterparts.
2. "Memorize vocabulary and phrases," bullet 6. Memorize one of the scriptures from activity E or one of your own choosing that uses conjunctions. Be able to teach your scripture using the principles from Chapter 10.
3. "Actively listen" bullet 3. Listen to how natives use conjunctions, especially for set phrases or constructions. Imitate these in your own speech.

G. Online Assessment

To further review this principle, complete the online assessment associated with it.

Review – Cause and Effect

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and answering questions of cause and effect

- Conditional
- Por y Para (*por*)
- Present Subjunctive: Adverb Clauses
- Conjunctions
- Present Subjunctive: Noun Clauses

Activities (see answers on pp. 269–270)

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 11 errors in it. Check your answers.

Dios ha preparado un plan para que todos Sus hijos y hijas pueden venir a la tierra para aprender y progresar. Sin embargo, no podemos progresar a menos que tenemos pruebas. Estas pruebas no son un castigo, pero una oportunidad de desarrollar más fe en Dios. Dios sabía que teneríamos que pasar por estas situaciones, así que nos ha dado la oración para que nos comunicamos con Él. Antes de que Dios nos contesta, necesitamos tener fe en Dios. La fe hace que nos arrodillamos y oramos con verdadera intención. Dios está dispuesto a ayudarnos porque el amor que Él tiene hacia nosotros. Estoy agradecido por la oración y sé que no podería vencer mis pruebas sin la oportunidad de orar a mi Padre Celestial.

B. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 11 errors in it. Check your answers.

Estoy muy agradecido por el arrepentimiento. Dios nos da la oportunidad de arrepentirnos porque Su amor por nosotros. Cristo sufrió por nuestros pecados para que nosotros no teníamos que sufrir, y no poderíamos ser limpios sin Jesucristo. No podemos arrepentirnos a menos que somos humildes y reconocemos que hemos pecado. Luego confesamos nuestros pecados a Dios para que Él nos perdona, y confesamos los pecados más serios a nuestros líderes para que ellos pueden ayudarnos a arrepentirnos. Hacemos todo lo posible por corregir los problemas que hayan causado nuestros pecados. El arrepentimiento hace que somos humildes y que tenemos la guía del Espíritu. Yo le prometo que cuando usted se arrepiente, sentirá el amor de Dios y el poder purificador de la Expiación.

C. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. El Espíritu lo ayudará para que puede tener éxito.
2. En cuanto terminamos de leer, hablaremos de eso.
3. Cuando era niño, siempre oraría con mi madre.
4. ¿Qué hacería en esa situación?
5. Ore para que Dios le da fortaleza.
6. Cristo murió para nosotros.
7. Todos somos hijos y hijas de Dios.
8. Si leería y oraría, Dios le daría una respuesta.
9. Dios tiene un plan por todos Sus hijos.
10. Si podría hablar con un profeta, ¿qué diría?
11. Estoy agradecido para todas mis bendiciones.
12. Antes de que salimos, ¿usted orará?
13. ¿Tiene una pregunta por nosotros?
14. Antes de que lee, ore para tener el Espíritu.
15. La fe hace que actuamos.
16. Bendícenos para que podemos tener tu guía.
17. Jesucristo tiene amor para usted.
18. A veces la gente no cree en Dios o en los profetas.
19. Todos somos importantes por Dios.
20. A menos que nos arrepentimos, no podemos ser salvos.
21. No sólo debemos creer, pero también actuar.
22. Después de que lee, ore en cuanto a lo leído.
23. Yo sé la Iglesia es verdadera.
24. Cuando Cristo predicaba, no todos le creerían.
25. Moroni sabía que leeremos este libro.
26. Las Escrituras dicen debemos arrepentirnos.
27. Esta ley no es una sugerencia, pero un mandamiento.
28. Nos sometemos al poder y influencia del Espíritu.
29. Los profetas dijeron que Cristo veniría a la tierra.
30. El Libro de Mormón hace que la gente se acerca más a Dios.

D. Translation
On a separate sheet of paper, translate the following sentences into Spanish. Check your answers.

1. Will you (sing. formal) pray when we finish?
2. Neither you (sing. formal) nor I are perfect.
3. I have a question for you (sing. formal).
4. What questions would you (pl. formal) have for the prophet?
5. This book is of great value and importance.
6. Should we come today or another day?
7. For me, the Book of Mormon is very important.
8. Write down your thoughts and feelings.
9. Christ taught that we should love one another.
10. What would Jesus do in that situation?
11. When I was baptized, I promised I would follow Christ.
12. We know it's hard, but it's very important.
13. You (pl. formal) would know Joseph Smith was a prophet.
14. Either our message is true or it is false.
15. Pray (sing. formal) until God answers you.
16. I know that Joseph Smith was a prophet.
17. If you (pl. formal) obey, you will be happier.
18. Call us as soon as you (sing. formal) call your friend.
19. Christ paid the price for our sins.
20. Christ died for all of God's children.

E. Companion Activity
Think of one of your investigators who is preparing for baptism and have your companion play the role of that investigator. Using present subjunctive with adverb clauses, practice telling him or her what will happen when he or she is baptized (for example, *Cuando se bautice, llevará ropa blanca*, etc.). Also focus on using conjunctions correctly. Get feedback on how well you used these grammar principles.

F. *Preach My Gospel* Activity
Go through the principle "La creación" in *Preach My Gospel* and write down all the phrases that use the subjunctive in adverb clauses, conjunctions, and conditional. Then change the sentences into your own words and create a lesson plan for this principle. Talk about why Christ created the earth and what it means for us. Teach the principle to your companion as if he or she were one of your investigators and get feedback on how well you used these principles.

G. Audio Activity
Listen to the clip "2.3 El albedrío y la caída de Adán y Eva." Write down all the phrases that contain subjunctive adverb clauses and all those that contain the conditional. Check your answers. Then create your own lesson plan using some of the phrases from the audio. Focus on teaching about the purposes and the effects of the Fall using such clauses as *para que*, *a menos que*, etc. Teach your lesson to your companion in the role of one of your investigators and get feedback on how well you used subjunctive adverb clauses and the conditional.

H. Scripture Activity
Read Alma 7:11–14 and write down all the phrases with subjunctive adverb clauses as well as all the phrases with conjunctions. Check your answers. Then write a paragraph about the Atonement and the purposes that Christ had in performing the Atonement and the effects of it. Underline all the adverb clauses and all the conjunctions in your paragraph and have a native speaker check them. Then teach what you wrote to the native speaker as if he or she were one of your investigators. Get feedback on your teaching.

I. Writing Activities

1. Read "Perseverar hasta el fin" from Lesson 5 in *Preach My Gospel*. Then write a paragraph about enduring to the end and focus on writing the reasons and purposes for enduring to the end using subjunctive in adverb clauses, the conditional, *por* and *para*, and conjunctions. Underline these grammar principles in the paragraph and have a native speaker check them. Get feedback on everything you underlined and then use what you wrote to teach the native speaker about enduring to the end as if he or she were a new member.

2. Write a paragraph about our life on earth. Use the present subjunctive in adverb clauses to talk about why we obey and what will happen when we are judged. Use the conditional to talk about how life on earth would be without the Atonement. Use *por* and conjunctions to talk about what we receive in exchange for our obedience and the reasons why we should obey.

3. Choose one of the following cause/effect topics and write a paragraph about it. Focus on using present subjunctive in noun clauses correctly. Underline this grammar in your paragraph and have a native speaker check it.
    - What caused you to come on a mission and what have been the effects of it?
    - Write about a time when something caused you to get on your knees. What was the effect of your prayer?
    - What makes us sin and what makes us obey? What are the effects of sin and obedience?

Asking and answering questions of

Judgment, Doubt, Emotion, Possibility and Influence

Purpose

This function will help you talk about what someone wishes, feels, doubts, or thinks will happen; for example, what God wants us to do, or what true repentance requires us to do. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- If I understand what you're saying, you doubt that a 14-year-old boy **could** see God? (Present Subjunctive: Forms)
- God **wants us to be** happy. (Present Subjunctive: Noun Clauses)
- Will you pray to find **someone that is ready** to hear the gospel? (Present Subjunctive: Adjective Clauses)
- We pray **so that we can** draw closer to God. (Present Subjunctive: Adverb Clauses)
- God **commanded** Adam and Eve **not to eat** the fruit. (Past Subjunctive)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

<u>Doctrines from the Lessons</u>

- God Is Our Loving Heavenly Father (What does God want us to do/be?)
- Agency and the Fall (What did God command Adam and Eve to do/not do?)
- The Atonement (What is necessary for us to take full advantage of the Atonement?)
- Resurrection, Judgment, and Immortality (Who receives eternal life/immortality?)
- Kingdoms of Glory (Who goes to each kingdom? Those that ___ go to the celestial, terrestrial, telestial.)
- Through Christ We Can Be Cleansed from Sin (What are we required to do to be clean?)
- Pray Often (What should we ask God for when we pray?)

<u>Tasks from Missionary Vocabulary and Phrase Book</u>

- Help People Resolve Their Concerns (What do they doubt and feel?)
- Offer a Prayer (What do I ask God for when I pray?)
- Perform Priesthood Ordinances (What additional blessings does God want bestowed upon them?)

Present Subjunctive: Forms

Examples from *Vocabulary and Phrases*

The Lord wants you to **know** that He loves you.	El Señor quiere que **sepa** que lo ama.
When **we are resurrected**, we will be judged.	Cuando **resucitemos** seremos juzgados.
God expects us to **obey** Him.	Dios espera que le **obedezcamos**.
I ask Thee to **bless** my companion.	Te pido que **bendigas** a mi compañero.

Explanation

46a

To conjugate verbs in the present subjunctive:

1. Take the infinitive verb.

or**ar**

2. Drop the infinitive ending.

or-

3. Add the subjunctive ending that agrees with the subject.

or**e**	or**emos**
or**es**	or**éis**
or**e**	or**en**

Use the following endings to conjugate *-ar***,** *-er***,** and *-ir* verbs in the present subjunctive:

-ar

-**e**	-**emos**
-**es**	-**éis**
-**e**	-**en**

-er/-ir

-**a**	-**amos**
-**as**	-**áis**
-**a**	-**an**

Note: Notice that in present subjunctive, *–ar* verbs use present tense *–er* endings; *–er* and *–ir* verbs use present tense *–ar* endings. So, the endings are **switched** in the present subjunctive.
Also, note that the *yo* form is the same as the *usted* form.

Irregular *Yo* Form in Present Tense

46b

Most verbs that have an irregular stem in the *yo* form of the present indicative keep the same irregularity in **all** forms of the present subjunctive.

tener

tenga	tengamos
tengas	tengáis
tenga	tengan

decir

diga	digamos
digas	digáis
diga	digan

obedecer

obedezca	obedezcamos
obedezcas	obedezcáis
obedezca	obedezcan

Other examples include: caber (**quepa**), caer (**caiga**), conducir (**conduzca**), conocer (**conozca**), traducir (**traduzca**), vencer (**venza**), hacer (**haga**), oír (**oiga**), poner (**ponga**), salir (**salga**), traer (**traiga**), valer (**valga**), venir (**venga**), ver (**vea**).

Completely Irregular

46c

Verbs that do not end in *–o* for the *yo* form in the present indicative are irregular in all forms in the present subjunctive. Note the accent marks on some forms of *dar* and *estar*.

ir

vaya	vayamos
vayas	vayáis
vaya	vayan

ser

sea	seamos
seas	seáis
sea	sean

saber

sepa	sepamos
sepas	sepáis
sepa	sepan

haber

haya	hayamos
hayas	hayáis
haya	hayan

estar

esté	estemos
estés	estés
esté	estén

dar

dé	demos
des	deis
dé	den

Stem-Changing Verbs

46d **-AR and -ER**

Stem-changing *–ar* and *–er* verbs have the same stem changes in the present subjunctive as in the present indicative. Remember that for these "boot" verbs all of the forms change except *nosotros* and *vosotros*.

O → UE mostrar

m**ue**stre	mostremos
m**ue**stres	mostréis
m**ue**stre	m**ue**stren

E → IE pensar

p**ie**nse	pensemos
p**ie**nses	penséis
p**ie**nse	p**ie**nsen

Other verbs that follow this pattern: acordar, almorzar, atravesar, cerrar, comenzar, confesar, contar, costar, despertar, doler, empezar, encontrar, entender, llover, manifestar, moler, nevar, perder, poder, probar, querer, recomendar, recordar, resolver, rogar, sentar, soler, volver.

-IR

46e Stem-changing *–ir* verbs have the same stem changes in the present subjunctive as in the present indicative, except *nosotros* and *vosotros* have an additional stem-change.

O → UE dormir

d**ue**rma	d**u**rmamos
d**ue**rmas	d**u**rmáis
d**ue**rma	d**ue**rman

E → IE sentir

s**ie**nta	s**i**ntamos
s**ie**ntas	s**i**ntáis
s**ie**nta	s**ie**ntan

E → I pedir

p**i**da	p**i**damos
p**i**das	p**i**dáis
p**i**da	p**i**dan

Other verbs that follow this pattern: advertir, arrepentirse, despedir(se), discernir, divertir(se), impedir, interferir, medir, mentir, morir, preferir, referir, repetir, servir, sugerir, transferir, vestir(se).

Spelling Changes

46f When conjugated in present subjunctive, some verbs change spelling to preserve the original sound of the verb. For example:

bus**c**ar	→	bus**qu**e	bauti**z**ar	→	bauti**c**e
lle**g**ar	→	lle**gu**e	conf**i**ar	→	conf**í**e
averi**g**uar	→	averi**gü**e	efect**u**ar	→	efect**ú**e

Other examples include: construir (constru**y**a), dirigir (diri**j**a), distinguir (distin**g**a), proteger (prote**j**a).

Activities (see answers on pp. 270–271)

A. Conjugation

Conjugate each of the verbs below in the present subjunctive on a separate sheet of paper. Check your answers.

Regular

hablar	recibir	enseñar	leer
ayunar	orar	aceptar	estudiar

Irregular *Yo* Form in Present Tense

hacer	tener	venir	decir
obedecer	poner	salir	oír

Completely Irregular

ir	ser	saber	haber
estar	dar		

Stem-Changing

poder	recordar	querer	entender
pedir	morir	servir	seguir

B. Fill in the Blank

On a separate sheet of paper, write the present subjunctive conjugation that would complete each sentence. Check your answers.

1. Dios quiere que (nosotros) ___ (ser) felices.
2. Espero que su amigo pronto ___ (aceptar) el Evangelio.
3. Jesús desea que (ustedes) ___ (tener) fe en Él.
4. Dios llama profetas para que (ellos) ___ (revelar) la verdad.
5. Dios envía el Espíritu para que nos ___ (enseñar).
6. Es importante que (nosotros) ___ (saber) estos principios.
7. Nos alegramos de que (usted) ___ (haber) leído.
8. Las Escrituras nos dicen que (nosotros) ___ (pedir) con fe.
9. Es importante que (ustedes) ___ (perseverar) hasta el fin.
10. Es importante que (yo) ___ (recibir) una respuesta.
11. Cuando usted ___ (bautizarse), hará un convenio.
12. ¿Qué es lo que el Señor quiere que (yo) ___ (hacer)?
13. Es esencial que (nosotros) ___ (orar) diariamente.
14. Dios quiere que Sus hijos ___ (volver) a vivir con Él.
15. Usted puede bautizarse cuando ___ (estar) preparado.
16. La Expiación hace posible que (usted) ___ (arrepentirse).
17. Escriba las preguntas que (usted) ___ (tener) mientras lea.
18. Cuando (nosotros) ___ (resucitar), seremos juzgados.
19. Dios nos da mandamientos para que (nosotros) ___ (poder) ser felices.
20. No podemos ser salvos a menos que (nosotros) ___ (aceptar) a Jesucristo.

C. Error Correction

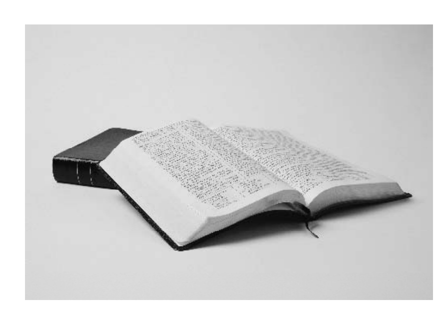
Some of the subjunctive forms below are correct, and some are not. If there is an error, write down or say the correct form to your companion and check your answers with those in the answer key.

1. aprender – aprendemos
2. ir – vaya
3. haber – haya
4. dormir – durmamos
5. decir – diga
6. poner – pona
7. sentir – sienta
8. sentar – siente
9. orar – oramos
10. pedir – pidamos
11. entender – entenda
12. arrepentirse – nos arrepintamos

D. Scripture Activity

Write down all of the present subjunctive verbs contained in each of the scriptures below. Check your answers.

Mos. 3:19	Hel. 5:12
DyC 68:25	Juan 3:16–17
DyC 20:77	Moro. 10:3–5



E. Language Study Plan Activities

1. "Memorize vocabulary and phrases," bullet 7. Memorize some of the scriptures from activity D and practice using them to teach the principles they contain to your companion.
2. "Memorize vocabulary and phrases," bullet 3. Create flashcards with the present subjunctive verb conjugations that you do not know well. Memorize the conjugations and look for examples in your Spanish materials and when natives speak.

F. Online Assessment

To further review this principle, complete the online assessment associated with it.

Present Subjunctive: Noun Clauses

Examples from *Vocabulary and Phrases*

We ask Thee to bless the prophet.	Te **pedimos que bendigas** al profeta.
It's too bad that **you couldn't** read the Book of Mormon.	**Qué lástima** que no **haya podido** leer el Libro de Mormón.
Heavenly Father **wants us to become** like Him.	Nuestro Padre Celestial **quiere que lleguemos a ser** como Él.
The Atonement **makes it possible for us to return** to God.	La Expiación **hace posible que regresemos** con Dios.

Explanation

The **indicative** mood is used to show reality in expressing objective statements and questions. Spanish has another mood, called the **subjunctive**, which is used to show things that are not real or that are subjective.

The Subjunctive in Noun Clauses

47a A **noun clause** is a group of words that all together acts like a noun. That means that, like a noun, it can be the subject of a sentence or receive the action of a verb. Consider the following sentence:

Dios **desea** que **tomemos** buenas decisiones.
God desires that we make good decisions.

Desear is the main verb in this sentence, and it requires the subjunctive (*tomemos*) in the dependent noun clause that follows it. The phrase "that we make good decisions" acts like a noun; it's what God desires.

To use the subjunctive you need the following things.

1. An independent clause expressing certain ideas as explained below (*Dios* ***desea*** / **God desires**).
   A dependent clause introduced by que (*… que* ***tomemos*** *buenas decisiones* / *…* **that we make good decisions**)
2. The subjunctive usually requires a subject change between the verbs in the two clauses (*Dios* and *nosotros*). If the subject doesn't change, then the verb in the second or dependent clause usually stays in the infinitive (*Quiero tomar buenas decisiones.* / **I want to make good decisions**.).

When to use Subjunctive in a Noun Clause

The subjunctive is used in the dependent noun clause when the verb in the independent or main clauses expresses:

Influence: Desire/Wish, Recommendation/Suggestion, and Command

47b Influence can be shown by:

- Expressing a desire or a wish for someone to do something (*We hope that you read this book.*)
- Recommending or suggesting that someone do something (*We recommend that you read this book.*)
- Telling someone what you want them to do (*We want you to read this book.*)

Some common verbs in the independent clause that trigger the subjunctive in the dependent clause are:

Desire/Wish	Recommendation/ Suggestion	Command
desear *(to desire)*	aconsejar (*to advise*)	dejar (*to allow*)
esperar (*to wish/hope)*	recomendar (*to recommend*)	exhortar a (*to exhort*)
preferir (*to prefer*)	rogar (*to beg*)	exigir (*to require*)
querer (*to want*)	sugerir (*to suggest*)	mandar (*to order*)
	es esencial (*it's essential*)	pedir (*to ask*)
	es importante (*it's important*)	permitir (*to permit*)
	es mejor (*it's better*)	prohibir (*to prohibit*)
	es necesario (*it's necessary*)	
	es preciso (*it's necessary*)	
	es urgente (*it's urgent*)	

Examples:

Queremos que usted **lea** este libro.
We want you to read this book.

Espero que Juan **ore** esta noche.
I hope (that) Juan prays tonight.

Note that the bottom half of the Recommendation/Suggestion column includes impersonal expressions in which the verb *ser* is conjugated in the third person.

Emotion

47c

Doubt, Uncertainty, Disbelief, and Denial

The subjunctive is used in a dependent clause after verbs or expressions that indicate doubt, uncertainty, disbelief, or denial in the independent clause. The indicative is used when certainty is communicated. Some common examples are:

Doubt, Uncertainty, Disbelief, Denial *(Subjunctive)*	**Confidence, Certainty, Belief, Affirmation** *(Indicative)*
no creer (*to not believe*) dudar (*to doubt*) no estar seguro (de) (*to be unsure of*) negar (*to deny*) no pensar (*not to think*)	creer (*to believe*) saber (*to know*) estar seguro (de) (*to be sure of*) no negar (*not to deny*) pensar (*to think*)
no es cierto (*it's not certain*) es dudoso (*it's doubtful*) no es evidente (*it's not evident)* *no es seguro (it's not sure*) no es verdad (*it's not true*)	

Examples:

Dudo que **tengamos** cartas.
I doubt (that) we have letters.

Es cierto que **tenemos** cartas.
It's true (that) we have letters.

Note that the bottom half of the left column includes impersonal expressions in which the verb *ser* is conjugated in the third person.

47d

Emotion

The subjunctive is used in a dependent clause after verbs or expressions that convey emotion. Some common examples are:

Emotion	
alegrarse (de) (*to be happy*) enojar (*to anger*) estar contento (de) (*to be content*) gustar (*to be pleasing*)	lamentar (*to lament*) sentir (*to regret*) sorprender (*to surprise*) temer (*to fear*)

Examples:

Me gusta que **leamos** las Escrituras.
I like that we read the scriptures.

Siento que usted **esté** enfermo.
I'm sorry that you are sick.

47e

Opinion and Value Judgment

The subjunctive is used in a dependent clause after verbs or expressions that give an opinion or value judgment. These expressions are impersonal ("It's good that," "It's important that," etc.), so the verb in the independent clause is always conjugated in the third person. If these expressions show certainty, the indicative is used. Some common examples are:

Opinion or Value Judgment *(Subjunctive)*	**Truth or Certainty** *(Indicative)*
es bueno (*it's good*) es estupendo (*it's stupendous*) es extraño (*it's strange*) es importante (*it's important*) es increíble (*it's incredible*) es (una) lástima (*it's a shame*) es malo (*it's bad*) es necesario (*it's necessary*) es normal (*it's normal*) es natural (*it's natural*) es sorprendente (*it's surprising*) es vergonzoso (*it's embarrassing*)	es cierto (*it's true*) es verdad (*it's true*) es evidente (*it's obvious*) es obvio (*it's obvious*) es claro (*it's clear*)

Examples:

Es importante que **enseñemos** con poder.
It's important that we teach with power.

Es cierto que la fe **es** esencial.
It's true that faith is essential.

Activities (see answers on p. 272)

A. Fill in the Blank

On a separate sheet of paper, complete the following sentences by writing the correct conjugation of the verb given in parentheses. Decide whether each sentence needs subjunctive or not. Check your answers.

1. Juan quiere que sus hermanos también ____ (recibir) el Evangelio.
2. Los misioneros están muy seguros de que la familia Pérez ____ (bautizarse).
3. El obispo desea que (nosotros) ____ (ayunar) por los investigadores.
4. Te rogamos que nos ____ (dar) tu Espíritu al ensenar.
5. Tener buenos resultados depende de que (usted) ____ (tener) un fuerte deseo de aprender.
6. Nos alegra que (usted) ____ (aplicar) lo que aprenda.
7. Es bueno que un misionero ____ (buscar) maneras de mejorar.
8. Es importante que (ustedes) se ____ (esforzar) por cumplir con su deseo de aprender.
9. Los profetas aconsejan que (nosotros) ____ (estar) listos para emergencias.
10. Le sugerimos que ____ (comenzar) a leer el Libro de Mormón desde el principio.

B. Identify the Subjunctive

Identify the subjunctive triggers. Explain what category they come from (influence, doubt, emotion, or value judgment). Check your answers.

1. Recomendamos que esté atento al Espíritu.
2. Es muy probable que tengamos la entrevista el lunes.
3. Queremos que pueda ser feliz junto con su familia.
4. Es extraño que María no esté en su casa hoy.
5. Nos gusta que tenga tanta energía para servir a los demás.
6. Es importante que usted viva los mandamientos.
7. Dudo que tengamos una reunión mañana.
8. Dios quiere que volvamos a vivir con Él.
9. Nos alegramos de que esté leyendo el Libro de Mormón.
10. Es necesario que escuchemos a los profetas.
11. El señor Pérez no cree que su esposa tenga dudas en cuanto al Evangelio.
12. Esperamos que pueda sentir el Espíritu durante nuestra lección.

C. Create Sentences

Write down 8 sentences that use subjunctive to express **influence** by using the following words. Make sure that the sentences that you come up with are related to current situations that have to do with your investigators. Then use these sentences to discuss your investigators with your companion.

1. esperar
2. sugerir
3. es necesario
4. preferir
5. es importante
6. pedir
7. recomendar
8. es mejor

Write down 8 sentences that use subjunctive to express **doubt and uncertainty** by using the following words. After this activity, talk to your companion and share with him your doubts about your investigators, or doubts your investigators may have.

9. no creer
10. no pensar
11. no es seguro
12. dudar
13. no es cierto
14. no es verdad
15. no es seguro
16. es dudoso

Using the explanation and subjunctive triggers, write down 8 sentences that use subjunctive to express **emotions** by using the following words. Put the sentences in the following context: You are giving your investigator compliments because of his or her achievements or expressing disappointment because they failed to keep a commitment. Practice your sentences with your companion.

17. alegrarse de
18. gustar (que)
19. sorprender
20. enojar
21. lamentar
22. temer
23. estar contento
24. sentir

Using the explanation and subjunctive triggers, write down 8 sentences that use subjunctive to express **opinion and value judgment** by using the following words. Think of sentences that you could say to an investigator you are currently working with and practice them with your companion.

25. es bueno
26. es increíble
27. es normal
28. es extraño
29. es una lastima
30. es sorprendente
31. es importante
32. es necesario

D. Companion Activity

With the help of your companion talk about the following topics that require the use of the subjunctive mood.

1. Explain what God wants His children to do, what he wants your companion and you to do.
2. Explain why it is important to live the commandments.
3. Why is it essential that we study Spanish every day?
4. Why is it better to study the Book of Mormon along with the Bible?
5. Explain why you do not doubt that the best investigators in your teaching pool progress.

E. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Dios ***nos quiere regresar** a Él.
   God wants us to return to Him.
2. No creo que ***tenemos** más folletos.
   I don't think we have any more pamphlets.
3. ¿Qué ***me quiere hacer**?
   What do you want me to do?
4. Le pedimos a Dios que nos ***ayuda**.
   We ask God to help us.
5. No estoy seguro de que ella ***está** enferma.
   I am not sure that she is sick this morning.
6. Creo que el hermano Pérez ***viva** aquí.
   I think that Brother Pérez lives here.
7. Es importante que ***leemos** las Escrituras.
   It's important that we read the scriptures.
8. Me sorprende que ***dice** eso.
   I'm surprised that you say that.
9. Es verdad que ***necesitemos** orar.
   It's true that we need to pray.
10. Espero que ***viene** a la iglesia.
    I hope that he comes to church.

Do Something More

Think of any examples of when you have made similar mistakes in your own speech. For each of the sentences that you didn't get right, write out 5 sentences that would demonstrate the correct use of the grammar. Focus those sentences on teaching situations that you have coming up.

F. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. No creo que debemos tomar mucho tiempo en el almuerzo.
2. María duda que el Libro de Mormón es verdadero. ¿Qué podemos hacer para ayudarla?
3. Es importante que Pedro y Juana estudie las Escrituras como familia.
4. Esperamos que asistirá con nosotros a la iglesia este domingo.
5. Espero que el élder Benítez sea un buen compañero.
6. Dios nos quiere estar limpios para volver a vivir con Él.
7. Nos gusta que tiene ánimo para bautizarse.
8. Entonces, es necesario que viviré la Palabra de Sabiduría.
9. Me alegra que esté estudiando las Escrituras junto con su familia.
10. Estamos seguros de que si ayuna el Señor escuchará sus oraciones.
11. No estamos seguros de que Alberto vendrá a nuestra cita.
12. Te pedimos que nos das paciencia con el español.
13. Es bueno que todos guardaremos los mandamientos.
14. Es mejor que asista al templo con su familia.
15. Lamentamos que trabaje los domingos.

G. Scripture Activity

In the following scriptures, identify the present subjunctive verbs used in noun clauses and write them down on a different sheet of paper. Identify the category that each of these sentences comes from. Check your answers. Try to explain to your companion why some phrases are subjunctive and some are not. Create a short lesson plan for one of your investigators using these scriptures. Then teach your lesson plan to your companion. Focus on your use of the subjunctive.

- Pray – Moro. 10:3–4
- Atonement – Alma 34:9–14
- Pride – Hel. 12:6

H. Audio Activity
Listen to the clip "3.3 El arrepentimiento" and write down the sentences that use present subjunctive in noun clauses. Check your answers. Then write down some similar sentences you could use to teach one of your current investigators about repentance. Have your companion or a native look over your sentences. Then teach the principle of repentance to your companion or a native using your sentences.

I. Language Study Plan Activities
1. "Learn grammar," bullet 2. Think of the activities you have planned for today and how present subjunctive in noun clauses fits into them. Write down as many sentences as you can using present subjunctive. Have your companion or a native speaker check your sentences and role play the situations in which you will use them.
2. "Actively listen," bullet 1. Listen carefully for when natives use the present subjunctive in noun clauses. Try to anticipate when natives will use present subjunctive. Write down when natives use subjunctive when you wouldn't have and vice versa.
3. "Memorize vocabulary and phrases," bullet 7. Find simple statements that use present subjunctive in noun clauses in the Vocabulary and Phrases section, *Predicad Mi Evangelio,* the brochures, etc. Memorize the statements and find other ways to express the same ideas.

J. Online Assessment
To further review this principle, complete the online assessment associated with it.

Present Subjunctive: Adjective Clauses

Examples from *Vocabulary and Phrases*

We would like to come by to answer any questions.	Nos gustaría pasar y contestar cualquier pregunta **que tenga**.
Those who **receive** celestial glory will live with their family.	Aquellos **que reciban** la gloria celestial van a vivir con su familia.
Those that **repent** and **are** obedient will live in the celestial kingdom.	Los **que se arrepientan** y **sean obedientes** vivirán en el reino celestial.

Explanation

Adjective Clauses

48a An **adjective clause** is a phrase that acts like an **adjective**; it's a clause that describes someone or something (the antecedent) in the main clause of the sentence.

Examples:

El hombre alto *The tall man*	→	(**alto** describes **el hombre**)
El hombre que tiene un libro *The man that has a book*	→	(the clause **que tiene un libro** describes **el hombre**)

The word *alto* is an adjective; the phrase *que tiene un libro* is an adjective clause.

The Subjunctive in Adjective Clauses

The subjunctive is used in the following instances.

48b **Describing Unknown or Uncertain People or Objects**

The subjunctive is used when describing people or objects whose existence is either unknown or uncertain. However, when talking about people or objects that the speaker knows exist (a factual situation), the indicative is used.

Subjunctive		Indicative
Quiero un compañero **que trabaje duro**. *I want a companion that works hard.* (The companion is not anyone specific; it could be any missionary who works hard.)	→	Mi compañero es un misionero **que trabaja duro**. *My companion is a missionary who works hard.* (The speaker knows that his companion exists.)
Quiero un libro **que sea interesante**. *I want a book that is interesting.* (Any interesting book will do.)	→	Tengo un libro **que es interesante**. *I have a book that is interesting.* (The speaker knows that this book exists.)
Busco una Escritura **que hable de la fe**. *I'm looking for a scripture that talks about faith.* (Any scripture about faith will do.)	→	Leo una Escritura **que habla de la fe**. *I'm reading a scripture that talks about faith.* (The speaker knows this scripture about faith exists.)

With Negative Words Indicating Non-Existence

48c When negative words such as *nadie*, *nada*, and *ninguno* are used to indicate the non-existence of a person or object in an adjective clause, then the adjective clause that follows is always in the subjunctive.

Examples:

No hay **nadie** que **sea** perfecto. *Nobody's perfect.*	→	The antecedent is someone who doesn't exist.
No hay **nada** que **pueda** hacer. *There's nothing that he can do.*	→	The antecedent is something that doesn't exist.

Note: The personal *a* is omitted before the direct object in the main clause when the person's existence is unknown or uncertain. However, it is used before *nadie*, *alguien*, and forms of *alguno* and *ninguno* when they refer to people.

Examples:

Busco **una persona** que **hable** bien. *I'm looking for a person that speaks well.*
No conozco **a nadie** que **viva** allá. *I don't know anyone that lives there.*

Activities (see answers on p. 272)

A. Fill in the Blank

On a separate sheet of paper, write the correct conjugation to complete each sentence. Pay special attention to whether or not the subjunctive should be used. Check your answers.

1. Buscamos un miembro que ___ (poder) acompañarnos.
2. Leeremos este capítulo que ___ (hablar) de la fe.
3. La gente que ___ (perseverar) hasta el fin será salva.
4. Pueden llamarnos con cualquier duda que ___ (tener).
5. Vamos a hacerle un plan que ___ (indicar) los capítulos que necesita leer.
6. Las decisiones que (usted) ___ (tomar) en el futuro serán importantes.
7. Cuando los profetas hablen en la Conferencia General, escuche las palabras que (ellos) ___ (decir).
8. Las personas que ___ (pagar) su diezmo reciben bendiciones.
9. Escriba las preguntas que (usted) ___ (tener) mientras lea los capítulos.
10. Las bendiciones que (yo) ___ (haber) recibido por obedecer son maravillosas.
11. Tengo un pasaje que ___ (enseñar) sobre el arrepentimiento.
12. Queremos tener un hogar donde el Espíritu ___ (morar).
13. Durante una apostasía no hay nadie que ___ (tener) autoridad.
14. ¿Conocen a alguien que ___ (tener) interés en escuchar nuestro mensaje?

B. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. No hay nadie que *__tiene__ autoridad en una apostasía.
   There isn't anybody that has authority in an apostasy.
2. ¿Hay algo que *__podemos__ hacer por ustedes?
   Is there anything we can do for you?
3. ¿Conocen a alguien que *__quiere__ escucharnos?
   Do you know anyone that wants to listen to us?
4. Ése no es un lugar en que el Espíritu *__puede__ estar presente.
   That isn't a place where the Spirit can be present.
5. Los profetas son hombres que *__tengan__ autoridad.
   Prophets are men that have authority.
6. Vamos a leer este pasaje que *__hable__ del arrepentimiento.
   We're going to read this passage that talks about repentance.
7. Ésta es una historia que *__enseñe__ sobre la fe.
   This is a story that teaches about faith.
8. ¿Hay alguna duda que *__tiene__ en cuanto al bautismo?
   Are there any questions that you have about baptism?

C. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. No hay nadie que es perfecto.
2. Quiero encontrar un pasaje que habla de la obediencia.
3. Estoy agradecido por las bendiciones que tenga.
4. ¿Entiende los principios que hemos hablado?
5. Los apóstoles son hombres que testifiquen de Cristo.
6. Preste atención a los sentimientos que tiene cuando lea.
7. ¿Hay algo que necesiten?
8. No hay nada que no podemos hacer con la ayuda de Dios.
9. Tenemos una lección que trata de los Diez Mandamientos.
10. Necesitamos hacer las cosas que Dios nos manda.
11. ¿Tienen amigos que desean saber más de la Iglesia?
12. Ésa es una historia que me guste mucho.

D. Companion Activity

Go through the commitments in each lesson with your companion and create sentences that use the subjunctive in adjective clauses to discuss the blessings that people who keep the commitment will receive (for example, *La gente que <u>guarde</u> la Palabra de Sabiduría recibirá mayor salud y grandes tesoros de conocimiento*). Pick some promises that you can discuss with investigators in upcoming lessons.

E. Audio Activity

This activity uses the clip “2.6 El mundo de los espíritus.” Before you listen to the clip, write the words that complete the sentences from the clip below on a separate sheet of paper. Then listen to the clip to see if you used subjunctive correctly. You may also check your answers in this book.

1. Hay una Escritura muy buena en el Libro de Mormón que ___ (hablar) acerca de esto.
2. Los que ___ (haber) hecho el bien irán al paraíso, el cual es un lugar de felicidad y esperanza.
3. Y los que ___ (haber) hecho el mal irán a un lugar de tristeza.

Write your own sentences to teach this principle using adjective clauses and practice teaching it to your companion in the role of one of your investigators.

F. Scripture Activities



1. Read DyC 20:37. Write down all of the verbs that are in an adjective clause and are subjunctive. Also write down the verbs that are in the subjunctive instead of the indicative. Check your answers. Practice using this scripture to teach your companion or a member as if he or she were one of your investigators preparing for baptism. Get feedback on how well you used subjunctive in adjective clauses.
2. Read 3 Ne. 11:33–34. Write down the phrases that contain the subjunctive in adjective clauses. Check your answers. Then practice using this verse to teach to your companion or a member the importance of baptism as if he or she were one of your investigators.



G. Language Study Plan Activities

1. “Learn grammar,” bullet 1. Look carefully to find examples of adjective clauses that use subjunctive as you read in Spanish. Pick out phrases that you can use while teaching.
2. “Improve your ability to read and write,” bullet 1. Have your English and Spanish scriptures side by side. As you read in English, try to predict where the subjunctive would be used in Spanish in adjective clauses. Use your Spanish scriptures to check your answers.
3. “Actively listen” bullet 3. Listen carefully for when natives use subjunctive in adjective clauses. Try to predict when they will use subjunctive. Write down phrases you hear that you can use when speaking and teaching.



H. Online Assessment

To further review this principle, complete the online assessment associated with it.

Present Subjunctive: Adverb Clauses

Examples from *Vocabulary and Phrases*

Keep going **until you reach** the intersection.	Continúe **hasta que llegue** a la intersección.
God calls prophets **to testify** of Jesus Christ.	Dios llama profetas **para que testifiquen** de Jesucristo.
When we are resurrected, we will be judged.	Cuando **resucitemos** seremos juzgados.
When **you are baptized**, you will wear white clothing.	Cuando **se bautice** usted va a llevar puesta ropa blanca.

Explanation

Adverb clauses

An **adverb clause** is a phrase that acts like an **adverb**; it's a clause that tells how, when, where, or why something is done. Adverbial clauses are always introduced by a **conjunction** or word that connects to clauses.

Always

49a The following conjunctions **always** introduce an adverbial clause that contains the subjunctive:

Conjunctions	Meaning	Examples
para que	*in order that, so that*	Dios nos da mandamientos **para que** **progresemos**. *God gives us commandments so that we progress.*
a menos que	*unless*	Dios no declara su mensaje **a menos que** **mande** un profeta. *God doesn't declare his message unless he sends a prophet.*
antes (de) que	*before*	Quiero orar **antes (de) que** usted **lea**. *I want to pray before you read.*
con tal (de) que	*provided that, as long as*	Le daré el libro **con tal de que** lo **lea**. *I will give you the book as long as you read it.*
en caso (de) que	*in case that*	Haremos un plan de respaldo **en caso de que** no **estén** en casa. We will make a backup plan in case they are not home.
a fin de que	*so that, in order that*	Oramos **a fin de que** Dios nos **dé** el Espíritu. *We pray so that God will give us the Spirit.*
sin que	*without*	No podemos volver a la presencia de Dios **sin que** **nos arrepintamos**. *We can't come back to the presence of God without repenting.*

Sometimes

49b The following conjunctions **sometimes** introduce an adverbial clause that contains the subjunctive:

The **subjunctive** is used in an adverbial clause if what is said in the adverbial clause:
a. Implies doubt or uncertainty about an action.
b. Refers to an unknown or nonspecific place, thing, or idea,
c. Expresses a possibility or a conjecture, or
d. Refers to a future action.

However, the **indicative** is used in an adverbial clause if what is said in the adverbial clause:
a. Describes a completed action,
b. Expresses a habitual action,
c. Refers to a known or specific place, thing, or idea, or
d. States a fact or a real situation.

Conjunctions	Subjunctive Examples	Indicative Examples
aunque: *although, even though, even if*	**Aunque sea** difícil, voy a hacerlo. *Even if it's difficult, I'm going to do it.*	**Aunque es** difícil, voy a hacerlo. *Even though it's difficult, I'm going to do it.*
cuando*: when*	Estaré feliz **cuando lea** las Escrituras. *I will be happy when I read the scriptures.*	Estoy feliz **cuando leo** las Escrituras. *I am happy when I read the scriptures.*
después (de) que*: after*	**Después de que** usted **lea** hablaremos de lo leído. *After you read we'll talk about what you read.*	**Después de que** usted **lee** hablamos de lo leído. *After you read, we talk about what you read.*
en cuanto: *as soon as*	**En cuanto sepa** se lo diré. *As soon as I find out, I will tell him.*	**En cuanto entiendo** lo aplico. *As soon as I understand, I apply it.*
tan pronto como: *as soon as*	**Tan pronto como termine** la Escuela Dominical iremos a la siguiente reunión. *As soon as Sunday School ends, we will go to the next meeting.*	**Tan pronto como termina** la Escuela Dominical vamos a la siguiente reunión. *As soon as Sunday School ends, we go to the next meeting.*
hasta que: *until*	Oraremos **hasta que** Dios nos **conteste**. *We'll pray until God answers us.*	Oramos **hasta que** Dios nos **contesta** . *We pray until God answers us.*
mientras: *while, as long as*	**Mientras tenga** paciencia estaré bien. *As long as I have patience I will be fine.*	**Mientras tengo** paciencia estoy bien. *While I have patience I am fine.*
como: *as, since, in any way*	Lo haremos **como** el presidente **quiera**. *We'll do it however the president wants.*	Lo haremos **como** el presidente **quiere**. *We'll do it how the president wants.*
donde: *where, wherever*	Iré donde me **mande** el Señor. *I will go wherever the Lord commands me.*	Voy donde me **manda** el Señor. *I go where the Lord commands me.*
según: *according to*	Haremos **según** el Espíritu nos **indique**. *We will do according to what the Spirit tells us.*	Hacemos **según** el Espíritu nos **indica**. *We do what the Spirit tells us.*

Note: Some conjunctions are followed by the indicative in an adverbial clause because they state the reason for a situation or an acton or they state a fact, such as *como* (**since**), *puesto que* (**since**), *ya que* (**since**), and *porque* (**because**).

Activities (see answers on p. 273)

A. Fill in the Blank

On a separate sheet of paper, write the correct conjugation to complete each sentence. Pay special attention to whether or not the subjunctive should be used. Check your answers.

1. Debemos orar para que Dios nos ___ (bendecir).
2. Nada pasa en nuestras vidas sin que Dios lo ___ (saber).
3. ¿Quiere orar antes de que (nosotros) ___ (empezar)?
4. Iré a donde Dios me ___ (mandar).
5. Cuando (usted) ___ (terminar) de leer, ore.
6. Cuando Jesucristo ___ (venir), empezará el milenio.
7. En cuanto (usted) ___ (llegar) a casa, llámenos.
8. Debemos ser puros para que el Espíritu nos ___ (guiar).
9. Cuando (nosotros) ___ (obedecer), Dios nos bendice.
10. En cuanto (nosotros) ___ (recibir) una respuesta, actuamos.
11. Mientras (usted) ___ (leer), anote sus preguntas.
12. Dios nos dará bendiciones hasta que ___ (sobreabundar).
13. No podemos recibir el perdón a menos que (nosotros) ___ (arrepentirse).
14. Después de que (nosotros) ___ (enseñar), ¿compartirá su testimonio?

B. Translation

Translate the following sentences using the adverb conjunctions given. Check your answers.

1. Bless us that we can have Thy Spirit. (para que)
2. Pray until God answers you (sing. formal). (hasta que)
3. Before we finish, will you share your (sing. formal) feelings? (antes de que)
4. While we teach, pay attention to your (pl. formal) feelings. (mientras)
5. Even if it's difficult, we must obey. (aunque)
6. When I feel worried, I pray for comfort. (cuando)
7. We can meet whenever you (sing. formal) want. (cuando)
8. Even though I have trials, I know God loves me. (aunque)
9. Pray that God will help you (pl. formal) obey. (para que)
10. I'll go wherever the Lord wants. (donde)
11. You (sing. formal) can't do anything without God knowing. (sin que)
12. We won't receive an answer unless we have faith. (a menos que)

C. Common Errors
Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Bendícenos para que ***podemos** tener tu Espíritu.
   Bless us that we can have thy Spirit.
2. No podemos ser salvos a menos que ***aceptamos** a Cristo.
   We can't be saved unless we accept Christ.
3. Cuando ***lee**, preste atención a sus sentimientos.
   When you read, pay attention to your feelings.
4. Nos arrepentimos para que Dios nos ***perdonará**.
   We repent so that God will forgive us.
5. Esperaremos hasta que usted ***llama**.
   We will wait until you call.
6. Antes de que ***salimos**, ¿tiene alguna pregunta?
   Before we leave, do you have any questions?
7. Después de que usted ***se bautiza**, lo confirmarán.
   After you are baptized, they will confirm you.
8. En cuanto ***termine** de leer, hago mis oraciones.
   As soon as I finish reading, I say my prayers.
9. Buscaremos la respuesta mientras ***leemos**.
   We'll look for the answer as we read.
10. Vamos a ayudarlo para que ***tiene** éxito.
   We're going to help you so that you are successful.

D. Error Correction
Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. En caso de que tengan preguntas, llámennos.
2. Cuando nos bautizamos, hacemos un convenio con Dios.
3. Dios nos da el Espíritu para que nos guía en nuestra vida.
4. Mientras busque la respuesta, ore por ayuda.
5. Antes de que usted se bautice, necesitan entrevistarlo.
6. Ore para que Dios le dice si el libro es verdad.
7. Aunque nos cueste mucho, debemos tomar la decisión correcta.
8. Con tal de que hacemos todo lo que Dios nos pide, seremos salvos.
9. Tenemos que efectuar las ordenanzas como Dios las ha revelado.
10. Sin Cristo, no podemos salvarnos aunque nos eforcemos al máximo.
11. No puede hacerlo sin que Dios lo ayuda.
12. Dios nos da convenios para que progresamos.
13. Cuando dé su testimonio, hable según indique el Espíritu.
14. Necesita obedecer para que obtenga un testimonio.
15. Antes de que usted se va, ¿podemos fijar una hora para compartir este mensaje con usted?
16. Perdemos muchas bendiciones a menos que obedecemos.

E. Companion Activity
Go through each principle of the third lesson with your companion and discuss the purpose of each principle using *para que* and other adverbial conjunctions from this lesson (for example, *Necesitamos tener fe para que Dios nos perdone*). Use some of the sentences you come up with in an unpcoming lesson.

F. Audio Activity
This activity uses the clip "4.6 Seguir al profeta." Before you listen to the clip, write the words that complete the sentences below on a separate sheet of paper. The sentences come from the clip. Then listen to the clip to see if you used subjunctive correctly (Note: *a medida que* is a "sometimes" adverbial clause that means **as**). You may also check your answers in this book.

1. Debemos prepararnos para que cuando los profetas ___ (hablar), el Espíritu Santo ___ (confirmar) las verdades que ellos enseñen.
2. A medida que (nosotros) ___ (seguir) a los profetas vamos a estar espiritualmente a salvo...
3. Sé que a medida que (nosotros) ___ (seguir) al profeta, podremos estar seguros de que estamos en armonía con la voluntad de Dios.

Write your own sentences to teach this principle using adverb clauses and practice teaching it to your companion in the role of one of your investigators.

G. Scripture Activities



1. Read Juan 3:16–17. Write down the two phrases that use the adverb clauses discussed in this lesson. Check your answers. Memorize these verses and practice teaching them to your companion as you would teach a new investigator about the Savior's earthly ministry. Use your own phrases with adverb clauses in teaching the scripture. Get feedback from your companion on your use of subjunctive adverb clauses.
2. Go over the sacrament prayers in DyC 20:77 and DyC 20:79 and write down each subjunctive verb that is triggered by an adverbial conjunction from this lesson, as well as the conjunction that triggered it. Check your answers. Then practice using this verse to explain to an investigator what covenants we make when we take the sacrament.

I. Language Study Plan Activities

1. "Learn grammar," bullet 1. Look carefully to find examples of adverb clauses like the ones in this chapter as you read your Spanish materials. Pick out phrases that you can use while teaching.
2. "Improve your ability to read and write," bullet 1. Have your English and Spanish scriptures side by side. As you read in English, try to predict where the subjunctive would be used in Spanish. Use your Spanish scriptures to check your answers.
3. "Actively listen" bullet 3. Listen carefully for when natives use subjunctive with the conjunctions in this lesson. Try to predict when they will use subjunctive. Write down phrases you hear that you can use when speaking and teaching

J. Online Assessment

To further review this principle, complete the online assessment associated with it.

Past Subjunctive

Examples from *Vocabulary and Phrases*

Satan wanted Adam and Eve to **eat** the forbidden fruit.	Satanás quería que Adán y Eva **comieran** del fruto prohibido.
How would Peter react if **we invited** him to attend church?	¿Cómo reaccionaría Pedro si lo **invitáramos** a asistir a la iglesia?
Satan wanted Adam and Eve to **sin**.	Satanás quería que Adán y Eva **pecaran**.

Explanation

The past subjunctive expresses the same ideas as the present subjunctive, but from a past context.

Forms: Regular

50a

To conjugate verbs in the past subjunctive:

1. Take the third person plural (ellos) form of the verb in the preterit.

habl**ar**

2. Drop the -ron ending.

habla-

3. Add the past subjunctive ending that agrees with the subject.

habla**ra/se**	hablá**ramos/ semos**
habla**ras/ses**	habla**rais/seis**
habla**ra/se**	habla**ran/sen**

Note the accent on the *nosotros* forms (habl**á**ramos, habl**á**semos).

Notice that the past subjunctive has two sets of endings that are interchangeable. The *–ra* endings are the most common throughout the Spanish-speaking world. The *–se* endings are used in some parts of Spain and sparingly in Latin America; they are considered more formal.

Use one of the following two sets of endings to conjugate *-ar*, *-er*, and *-ir* verbs in the past subjunctive:

-ra endings		-se endings	
-ra	**-´ramos**	**-se**	**-´semos**
-ras	**-rais**	**-ses**	**-seis**
-ra	**-ran**	**-se**	**-sen**

Forms: Irregular

50b

All irregular verbs and verbs with stem and/or spelling changes in the third-person plural (*ellos*) form of the verb in the preterit maintain that same irregularity in the past subjunctive.

			Preterit (ellos)		*Past Subjunctive*	
Example:	estar	→	est**uv**ieron	→	est**uv**iera	est**uv**iéramos
					est**uv**ieras	est**uv**ierais
					est**uv**iera	est**uv**ieran

Notice the shift from present to past in the following examples.

Present Subjunctive	Past Subjunctive
Dios **quiere** que **obedezcan**. *God wants them to obey.*	Dios **quería** que **obedecieran**. *God wanted them to obey.*
Cristo nos **pide** que lo **sigamos**. *Christ asks us to follow Him.*	Cristo nos **pidió** que lo **siguiéramos**. *Christ asked us to follow Him.*
Busco una Escritura que **hable** de la perseverancia. *I´m looking for a scripture that talks about perseverance.*	**Buscaba** una Escritura que **hablara** de la perseverancia. *I was looking for a scripture that talked about perseverance.*
Dios nos **da** convenios para que **podamos** progresar. *God gives us covenants so that we can progress.*	Dios nos **dio** convenios para que **pudiéramos** progresar. *God gave us covenants so that we could progress.*

If-Then Statements

One important use of the past subjunctive is to express situations that are hypothetical, improbable, or completely contrary-to-fact.

The verb in the *if*-clause is in the past subjunctive to state the hypothetical condition.	The verb in the main (*then*) clause is in the conditional to state the result or what **would happen** given the condition.
If John prayed …	… (*then*) he would know the truth.
Si Juan **orara**, (*entonces*) sabría la verdad. *If John prayed, then he would know the truth.*	

More Examples

Si no **supiera** la verdad, mi vida **sería** mucho más difícil. *If I didn't know the truth, my life would be much more difficult.*	**Si** las personas **entendieran** el plan de Dios, **podrían** ser más felices. *If people understood God's plan, they could be happier.*
Mi vida **sería** mucho más difícil **si** no **supiera** la verdad. *My life would be much more difficult if I didn't know the truth.*	**Si** Jesucristo **estuviera** aquí, ¿qué **haría**? *If Jesus Christ were here, what would he do?*

Activities (see answers on pp. 273–274)

A. Conjugation

Conjugate the following verbs in the past subjunctive in a verb tree on a separate sheet of paper. Check your answers.

recibir (*to receive*)
ser (*to be*)
haber (*to be (exist), to have (done something)*)
poder (*to be able to*)
entender (*to understand*)
guardar (*to keep*)
tener (*to have*)
decir (*to say, to tell*)
bendecir (*to bless*)
hacer (*to make, to do*)

B. Fill in the Blank

On a separate sheet of paper, write correct form of the verb that should go in each blank. Check your answers.

1. Cristo sufrió para que (nosotros) ___ (poder) arrepentirnos.
2. Dios mandó que Adán y Eva no ___ (comer) el fruto.
3. Dios quería que Sus hijos ___ (volver) con Él.
4. Era necesario que (haber) ___ una Expiación.
5. Dios y Jesucristo le dijeron a José Smith que no ___ (unirse) con ninguna iglesia.
6. Los reformadores no creían que Dios los ___ (haber) llamado como profetas.
7. Cristo pidió que los apóstoles lo ___ (seguir).
8. Queríamos una Escritura que ___ (hablar) sobre la fe.
9. Durante la Apostasía no había nadie que ___ (tener) la autoridad.
10. Cristo mandó que los apóstoles ___ (predicar) el Evangelio en todo lugar.
11. Adán cayó para que (nosotros) ___ (existir).
12. El investigador nos pidió que (nosotros) ___ (estar) en su casa al día siguiente.

C. Sentence Conversion

Each of these sentences is in the present tense. Convert each sentence to the past tense, focusing especially on past subjunctive. Check your answers.

Example: Dios quiere que progresemos. → Dios quería que progresáramos.

1. El hermano García dice que vayamos a visitarlo el lunes.
2. Ustedes prefieren que pasemos más tarde.
3. Es importante que estemos atentos durante la lección.
4. Estamos contentos de que usted haya leído.
5. Buscamos una persona que esté interesada.
6. Esperamos que usted ore después de leer.
7. Le pedimos que lea el Libro de Mormón.
8. Lamentamos que no haya orado.
9. Oramos para que el Espíritu esté con nosotros.
10. Queremos que sienta el Espíritu durante las reuniones.
11. Le recomendamos que busque la respuesta en las Escrituras.
12. Deseamos que adquiera un testimonio.

D. What Would Happen?
On a separate sheet of paper, create hypothetical situations with the sentences below by changing the verb in parentheses. Check your answers.

1. Si el señor Blanco (estar) más dispuesto a orar, (poder) recibir una respuesta.
2. Si la señora Ruis (entender) el plan de salvación, (tener) más paz en su vida.
3. (Nosotros) (tener) más posibilidades de enseñar si (nosotros) (hablar) con más gente.
4. Si la familia Sánchez (venir) a la iglesia, (ellos) (sentir) el Espíritu.
5. Las personas (poder) ser más felices si (ellas) (entender) nuestro mensaje.
6. El señor Robles (poder) sentir el Espíritu con más facilidad si (dejar) de fumar.
7. Si (nosotros) (planificar) con más eficacia, nuestras lecciones (ser) mejores.
8. La señora Valdez (sentirse) más cómoda si (conocer) a más personas en la capilla.
9. Si (nosotros) (entender) la duda del señor Pino, (nosotros) (poder) ayudarlo mejor.

E. Common Errors
Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. La Expiación hizo posible que ***podíamos** arrepentirnos.
   The Atonement made it possible that we could repent.
2. Si ***podríamos** pasar el viernes, sería mejor.
   If we could come by on Friday, it would be better.
3. No podíamos creer que él ***había** cambiado tanto.
   We couldn't believe he had changed so much.
4. Cristo sufrió para que usted ***puede** arrepentirse.
   Christ suffered so you could repent.
5. No podíamos progresar a menos que ***teníamos** el libre albedrío.
   We couldn't progress unless we had free agency.
6. Pablo dijo que habría una apostasía antes de que Cristo ***venía** otra vez.
   Paul said there would be an apostasy before Christ came again.
7. Si ***oró**, recibiría una respuesta.
   If you prayed, you would receive an answer.
8. El obispo nos pidió que ***hablamos** con usted.
   The bishop asked us to speak with you.
9. Dios quería que todos ***regresamos** a vivir con Él.
   God wanted all of us to return to live with Him.
10. Si yo ***fuera** a la iglesia, sentía el Espíritu.
   If I went to church, I felt the Spirit.

F. Error Correction
Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Si no fuera por Jesucristo, no podríamos arrepentirnos.
2. Fue esencial que Cristo era perfecto.
3. Dios le pidió a Cristo que paga el precio de nuestros pecados.
4. Dios creó la tierra para que nosotros pudiéramos ganar experiencia.
5. No había nadie que podía contestar las preguntas de José Smith.
6. Cristo les dio el sacerdocio a los apóstoles para que actúen en Su nombre.
7. Lamán y Lemuel no creían que su padre fue profeta.
8. Dios llamó profetas en la Biblia para que hablaran por él.
9. Enós deseaba que Dios lo perdonara.
10. Si usted se bautizara vería un gran cambio en su vida.
11. Jesús fue escogido antes de que se organizó el mundo.
12. Cristo pidió que Dios le quitara la carga de la Expiación.
13. Si Adán no hubiera caído, no existiríamos.
14. José Smith quería que Dios contestó su oración.
15. Moroni prometió que las personas que leyeran el Libro de Mormón sabrían que es verdad.
16. Dios quería que llegáramos a ser como Él.

G. Companion Activities

1. Review your companionship goals or set new goals. As you discuss each goal, talk about what would happen if you achieved your goal. Focus on how you use if-then statements with the past subjunctive.
   Example:
   <u>Goal</u> – Teach five lessons with a member present.
   <u>Sentence</u> – Si hubiéramos enseñado cinco lecciones con un miembro presente, nuestros investigadores se sentirían más cómodos.

2. With your companion, go over each of your investigators. Discuss together what would have happened if the investigator had joined the Church five years ago. To do this, you will need to use if-then statements with the past subjunctive and conditional. In many cases, you will need to combine these with perfect tenses.
   Example:
   Si el hermano Gómez se hubiera bautizado hace cinco años, se habría acercado mucho más a Dios.

   Discuss what you can do to help your investigators progress and receive the blessings you talked about.

3. Listen to the clip "2.3 El albedrío y la caída de Adán y Eva." Write down all of the past subjunctive verbs. Then listen again and write the sentence that each verb appears in. Check your answers. Then write down as many verbs as you can to replace the past subjunctive verbs in each sentence. Have your companion play the part of one of the investigators and practice teaching him or her using some of your sentences. Get feedback on how clearly you taught this principle.

H. Scripture Activities

1. Read Alma 29:1–2. Write out the if-then statement that Alma uses. Also write why the past subjunctive was used. Check your answers.
2. Read DyC 1:24–30. Write down all of the past subjunctive verbs. Then change the verbs ending in *-se* to *-ra* and vice versa. Check your answers. Then use these verses to teach your companion the purposes of the Lord in giving the revelations contained in the Doctrine and Covenants as if he or she had never heard of the book before.
3. Read 2 Ne. 2: 22–23 and 2 Ne. 9: 8–9. Write down all of the if-then statements. Check your answers. Think of an investigator who you will soon teach about the Fall and the Atonement. Discuss with your companion how these two passages are related and how you could use them to teach that investigator.

I. Language Study Plan Activities

1. "Memorize vocabulary and phrases," bullet 6. Find a scripture that you could frequently use while teaching that uses the past subjunctive. Memorize the scripture and practice using it to teach your companion a principle it contains or illustrates. See if you can think of phrases that use past subjunctive in a similar way to your scripture and incorporate them into your teaching.

2. "Actively listen," bullet 1. Listen carefully when native speakers talk. Try to anticipate when they will use past subjunctive before they actually use it by listening for triggers such as, "Yo quería que...," "Era imposible que...," etc.

3. "Learn grammar," bullet 3. Create sentences using the past subjunctive and add them to your lesson plans. Go over your lesson plans and correct any errors where past subjunctive should have been used but wasn't or was misused. After making the corrections, have your companion check over your lesson plans.

K. Online Assessment

To further review this principle, complete the online assessment associated with it.

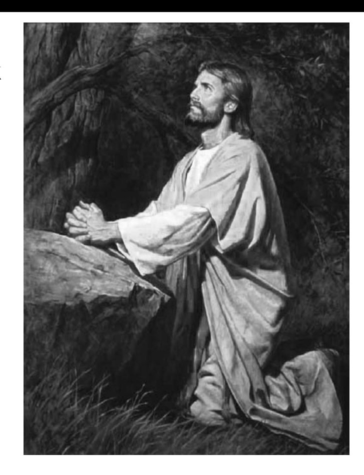
Review – Judgment, Doubt, Emotion, Possibility, Influence

This review will help you see how well you have learned the material in the previous sections. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and answering questions of judgment, doubt, emotion, possibility and influence

- Present Subjunctive: Forms
- Present Subjunctive: Noun Clauses
- Past Subjunctive
- Present Subjunctive: Adjective Clauses
- Present Subjunctive: Adverb Clauses

Activities (see answers on pp. 274-275)



A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 12 errors in it. Check your answers.

Dios escogió a Jesucristo para que podía ser nuestro Salvador. Jesucristo era perfecto y estaba preparado para efectuar la Expiación. Mientras estaba en el Jardín de Getsemaní, Cristo pidió a Su Padre que le quitaba la carga de todos los pecados del mundo. Sin embargo, Cristo cumplió con su misión. No había nadie más que podía cumplir con esa misión. Jesucristo quiere que utilizamos la Expiación en nuestras vidas. Para hacerlo, Cristo nos pide que tenemos fe, nos arrepentimos de nuestros pecados, nos bautizamos por inmersión, recibimos el don del Espíritu Santo y perseveramos hasta el fin. No hay nadie que es perfecto, y Dios no manda a nadie que no participa de la Expiación. La Expiación ha sido una gran bendición para mí y quiero que usted también recibe las bendiciones de la Expiación.

B. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 6 errors in it. Check your answers.

Dios desea que todos Sus hijos son felices. Por eso, Él preparó un plan que permite que regresamos a Su presencia. Este plan se llama el plan de salvación. Dios sabía que no seríamos perfectos, pero que era esencial que veníamos a la tierra para ganar experiencia. Es importante que reconocemos que somos hijos de Dios y que vivimos según ese conocimiento para que algún día podemos regresar con Dios. Yo sé que Dios le ama a usted y que Él ha hecho posible que usted vuelve a vivir con Él si tiene fe y obedece sus mandamientos.

C. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. Me alegro de que ha cumplido con su meta.
2. Dios nos quiere ser felices.
3. La Expiación hizo que podíamos arrepentirnos.
4. Dios quería que llegamos a ser como Él.
5. Si hace esto, tendrá un hogar donde mora el Espíritu.
6. Moroni quería que nosotros leíamos el libro.
7. Usted será confirmado después de que se bautiza.
8. Durante la Apostasía no había nadie que tenía autoridad.
9. Anote las preguntas que tiene mientras lea.
10. ¿Hay algo que podemos hacer para ayudar?
11. Tengo un pasaje que hable de la fe.
12. Espero que su amigo tiene interés en la Iglesia.
13. Jesús pidió que Su Padre le quitaba esa carga.
14. Te pedimos que nos das el Espíritu.
15. No creo que ellos viven en esa casa ya.
16. Si usted se bautizó, sus pecados serían perdonados.
17. ¿Nos quiere venir más temprano?
18. Espero que su amigo puede ir a la actividad.
19. Quiero encontrar una Escritura que habla de la obediencia.
20. No hay nada que es imposible para Dios.
21. Era importante que teníamos esta experiencia.
22. El Espíritu influirá en las decisiones que toma en el futuro.
23. Me alegro que ha recibido una respuesta.
24. Creo que necesitemos empezar a las 6:00.
25. No creo que podemos venir a esa hora.
26. Dios deseaba que podíamos llegar a ser como Él.
27. Es probable que la actividad es en la iglesia.
28. Le pedimos a Dios que nos bendice.
29. ¿Cuáles son las dudas que tenga?
30. Cristo sufrió para que todos podíamos arrepentirnos.
31. No podemos ser felices a menos que somos obedientes.
32. Me gustaría que comparta su testimonio.

D. Translation

On a separate sheet of paper, translate the following sentences into Spanish. Check your answers.

1. Christ asked Peter, James, and John to follow Him.
2. God commanded Adam and Eve not to eat the fruit.
3. This is a scripture that talks about repentance.
4. When you (pl. formal) pray, ask if the Book of Mormon is true.
5. Do you (pl formal) have friends who are interested?
6. Christ told Joseph Smith not to join any of the churches.
7. We won't receive answers unless we have faith.
8. We want you (sing. formal) to receive a testimony.
9. God told Nephi to build a ship.
10. There wasn't anyone that could answer Joseph's questions.
11. We are sure that you (pl. formal) will have a good experience.
12. If you (sing. formal) were in the lesson, our investigator would feel more comfortable.
13. It's important that you (sing. formal) have faith.
14. Ask God to help you (sing. formal) understand.
15. Do you (sing. formal) understand the verse we read?
16. God chose Christ before the world was created.
17. The people who obey will go to the celestial kingdom.
18. We asked you (pl. formal) to read two chapters.
19. God wants us to return to him.
20. It's important that we pray first.
21. There's a member of our Church who lives in your (pl. formal) neighborhood.
22. Do you (pl. formal) know anyone that is interested in our message?

E. Companion Activities

1. Choose a principle of subjunctive (subjunctive forms, noun clauses, adjective clauses, adverb clauses, or past subjunctive) that you struggle with. Write out a lesson plan for an upcoming lesson using as many sentences as you can that use that principle. Role play the lesson with your companion, focusing on using subjunctive correctly to express judgment, doubt, emotion, or influence. Get feedback on how well you used subjunctive and repractice as necessary. Then set goals to use your sentences in the upcoming lesson. See Answers section for a short example outline.

2. Take turns finding sentences in the scriptures that use the present subjunctive in noun, adjective, and adverb clauses. Then teach the scripture in your own words, changing the present tenses to past tenses (including past subjunctive) as necessary. Talk about why the subjunctive was used (for example, to show influence, doubt, judgment, emotion, or to show something unknown in an adjective clause).

F. *Preach My Gospel* Activity

Go to the principle "La vida preterrenal: el propósito y el plan de Dios para nosotros" and write down each phrase containing a subjunctive verb. Also, write whether the verb is from a noun clause or an adjective clause. Check your answers. Then use your own subjunctive sentences to teach this principle to your companion or a native speaker as if he or she were one of your investigators. Talk about what God wants for us and how he influences us. Also talk about how you feel about God's plan. Get feedback on your use of subjunctive.

G. Audio Activity

Listen to the clip "3.6 Perseverar hasta el fin." Write down all the phrases containing the subjunctive in either a noun or an adjective clause. Check your answers. Then memorize at least two of the phrases and use them to teach this principle to your companion as if he or she were one of your investigators. Talk about God's desires for His children and why it's important to endure to the end. Get feedback on how well you used subjunctive.

H. Scripture Activities

1. Read Mateo 7:11–12 and write down all the subjunctive verbs. Also write whether they are the product of a noun or adjective clause. Check your answers. Then use these verses and the subjunctive to teach your companion about Heavenly Father and our life on earth as if he or she were a new investigator. Talk about our desires and how we should treat each other. Get feedback on how well you used subjunctive.

2. Choose one of your favorite scriptures that uses subjunctive. Write down how you would explain it in your own words, focusing on using the subjunctive, both past and present, correctly to talk about judgment, desires, emotion, and influence. Have your companion or a native speaker check your explanation for correctness. Then practice explaining the scripture to a native speaker or your companion in the role of one of your investigators. Get feedback on how well you used these grammar principles and set goals to share your scripture with your investigator.

I. Writing Activities

1. Write a paragraph about the Atonement. Use the past subjunctive to describe the Atonement and tell what Christ did, and what effect that has on us. Use the present subjunctive with noun clauses to tell what Christ wants for us and what He asks us to do. Use subjunctive with adjective clauses to talk about the blessings that people who apply the Atonement in their lives will receive. Use subjunctive in adverb clauses to talk about the purposes of the Atonement. Have your companion or a native speaker check what you wrote. See Answers section for some example sentences that use subjunctive.

2. Write the Joseph Smith story down in paragraph form. Talk about what Joseph wanted from God and what God and Christ told Joseph to do. Use as many constructions as possible that use present and past subjunctive in noun and adjective clauses. Underline the sentences that use subjunctive and have a native speaker read through the story and give you feedback on those sentences. Then practice teaching the story to the native speaker as if he or she were a new investigator and get feedback.

Comprehensive Review with Online Assessments

In order to help you check your progress and further refine your Spanish, assessments have been placed online. These assessments present you with six questions at a time, and then provide you feedback to help you learn more about questions you missed. The assessments draw from a bank of 500 questions and are organized both by grammar principle and by the doctrines from the lessons. Each time you take an assessment, you will be given six questions at random. There are more than six questions for most of the grammar principle and doctrine, however, so if you take the same assessment more than once you will likely get many different questions.

How to Use the Online Assessments

There are two ways to access assessment questions: by grammar principle and by doctrine. If you would like to check your progress and get feedback for a single grammar principle, you may take the assessment for that grammar principle. If you would like to get feedback on a broad range of grammar, or if you would like to prepare to teach a specific doctrine, you may take one of the doctrinal assessments. Because the doctrinal assessments cover many different grammar principles, they are a good way of diagnosing what you need to work on. A final assessment is called the "Infield Grammar Assessment Diagnostic." This assessment will randomly select 10 questions from the bank of 500. Because the questions come from all different kinds of grammar and doctrine, they are very useful for determining what some of your weaknesses are in the language.

Below are lists of all the grammar principles and doctrines for which there are assessments. Each assessment is followed by the total number of questions available. Remember that you will only get six questions at random each time you take an assessment. Also, keep in mind that the grammar and doctrine assessments draw from the same bank of 500 questions—they are simply two ways of organizing the questions.

	Assessment	Total Questions	Assessment	Total Questions
GRAMMAR	Accentuation	6	Direct Object Pronouns	13
	Cognates	6	Indirect Object Pronouns	8
	Subject Pronouns	6	Combined Object Pronouns	8
	Ser y Estar	20	Verb + Preposition	12
	Negation	9	Progressive and Present Participle	9
	Common Expressions	8	Perfect and Past Participles	9
	Questions	13	Reflexives	8
	Possessives	14	Passive Voice	11
	Present: Irregular	10	Preterit: Regular	10
	Gender and Number	20	Preterit: Stem and Spelling Changes	12
	Articles	14	Preterit: Irregular	12
	Adjectives and Agreement	12	Imperfect	10
	Demonstratives	8	Preterit vs. Imperfect	25
	Relatives	9	Time and Date	6
	Verb + Infinitive	8	Prepositions	16
	Commands	6	Comparatives and Superlatives	6
	Por y Para	17	Conditional	8
	Gustar	12	Conjunctions	6
	Present: Regular	6	Present Subjunctive: Forms	9
	Present: Stem and Spelling Changes	8	Present Subjunctive: Noun Clauses	18
	Verb Comparisons	8	Present Subjunctive: Adjective Clauses	8
	Adverbs	6	Present Subjunctive: Adverb Clauses	15
	Future	10	Past Subjunctive	17
	Personal A	8		

	Assessment	Total Questions	Assessment	Total Questions
DOCTRINE	God Is Our Loving Heavenly Father	11	Endure to the End (3rd Lesson)	14
	The Gospel Blesses Families	11	Obedience	11
	Heavenly Father Reveals His Gospel	12	Pray Often	12
	The Savior's Earthly Ministry and Atonement	11	Study the Scriptures	11
	The Great Apostasy	11	Follow the Prophet	10
	The Restoration of the Gospel of Jesus Christ	18	Keep the Ten Commandments	9
	The Book of Mormon	20	Keep the Sabbath Day Holy	10
	Pray to Know the Truth through the Holy Ghost	18	Baptism and Confirmation	14
	Pre-Earth Life: God's Purpose and Plan for Us	13	Obey the Word of Wisdom	15
	The Creation	9	Live the Law of Chastity	15
	Agency and the Fall of Adam and Eve	16	Observe the Law of the Fast	10
	Our Life on Earth	17	Keep the Law of Tithing	17
	The Atonement	15	Obey and Honor the Law	7
	The Spirit World	10	Priesthood and Auxiliaries	10
	The Resurrection, Judgment, and Immortality	11	Missionary Work	7
	Kingdoms of Glory	11	Eternal Marriage	7
	Through Christ We Can Be Cleansed from Sin	11	Temples and Family History	7
	Faith in Jesus Christ	15	Service	7
	Repentance	15	Teaching and Learning in the Church	7
	Baptism, Our First Covenant	15	Endure to the End (5th Lesson)	7
	The Gift of the Holy Ghost	10	Scriptures	13

Answers

Accentuation

A.

pal**a**bra	felicid**a**d	enseñ**a**r	c**é**sped	cintur**ó**n	ex**a**men
herm**a**no	ajedr**e**z	c**a**si	interes**a**nte	tr**i**bu	qu**ó**rum
soci**a**l	gr**a**nde	f**í**sico	mej**o**r	sagr**a**do	**a**lto

C. Vowels

“…v**i** **una** c**o**l**u**mn**a** d**e** l**u**z, m**á**s br**i**ll**a**nt**e** q**ue** **e**l s**o**l, d**i**r**e**ct**a**m**e**nt**e** **a**rr**i**b**a** d**e** m**i** c**a**b**e**z**a**; y **e**st**a** l**u**z gr**a**d**ua**lm**e**nt**e** d**e**sc**e**nd**i**ó h**a**st**a** d**e**sc**a**ns**a**r s**o**br**e** m**í**… **A**l r**e**p**o**s**a**r s**o**br**e** m**í** l**a** l**u**z, v**i** **e**n **e**l **aire** **a**rr**i**b**a** d**e** m**í** **a** d**o**s P**e**rs**o**n**a**j**e**s, c**uyo** f**u**lg**o**r y gl**oria** n**o** **a**dm**i**t**e**n d**e**scr**i**pc**i**ón. **U**n**o** d**e** **e**ll**o**s m**e** h**a**bl**ó** ll**a**m**á**nd**o**m**e** p**o**r m**i** n**o**mbr**e** y d**i**j**o**, s**e**ñ**a**l**a**nd**o** **a**l **o**tr**o**: ¡**É**st**e** **e**s m**i** H**i**j**o** **A**m**a**d**o**: **E**sc**ú**ch**a**l**o**!”

Accentuation (the bolded letter is the accentuated syllable)

“…v**i** **u**na col**u**mna de l**u**z, m**á**s brill**a**nte que el s**o**l, dir**e**ctam**e**nte arr**i**ba de mi cab**e**za; y esta l**u**z gradu**a**lm**e**nte descendi**ó** hasta descans**a**r sobre m**í**… Al repos**a**r sobre m**í** la l**u**z, v**i** en el **a**ire arr**i**ba de m**í** a d**o**s Person**a**jes, cuyo fulg**o**r y gl**o**ria no adm**i**ten descripci**ó**n. **U**no de **e**llos me habl**ó** llam**á**ndome por mi n**o**mbre y d**i**jo, señal**a**ndo al **o**tro: ¡**É**ste **e**s mi H**i**jo Am**a**do: Esc**ú**chalo!”

Syllabification

“…vi u-na co-lum-na de luz, más bri-llan-te que el sol, di-rec-ta-men-te a-rri-ba de mi ca-be-za; y es-ta luz gra-dual-men-te des-cen-dió has-ta des-can-sar so-bre mí… Al re-po-sar so-bre mí la luz, vi en el ai-re a-rri-ba de mí a dos Per-so-na-jes, cu-yo ful-gor y glo-ria no ad-mi-ten des-crip-ción. U-no de e-llos me ha-bló lla-mán-do-me por mi nom-bre y di-jo, se-ñal-an-do al o-tro: ¡És-te es mi Hi-jo A-ma-do: Es-cú-cha-lo!”

Cognates

A. **1.** Cognate: **prophet** **2.** Cognate: **state** **3.** Cognate: **climate** **4.** Cognate: **equivalent** **5.** Cognate: **humor** (note: also means **mood**) **6.** Cognate: **familiar** (note: when used as a noun, means **family member**) **7.** Congate: **testify** **8.** False cognate – real meaning: **language**; often mistaken for: **idiom** **9.** Cognate: **different** **10.** Cognate: **remedy** **11.** Cognate: **to obtain** **12.** Cognate: **note** (note: also means **grade** on a paper, etc.) **13.** False cognate – real meaning: **matter**; often mistaken for: **question** **14.** False cognate – real meaning: **at the present time**; often mistaken for: **actually** **15.** Cognate: **urgency** (note: also means **emergency**)

B. **1.** *Cuestión* does not mean **question** in the sense this sentence implies. The correct word is *pregunta – ¿Qué preguntas tiene...?* **2.** *Blindar* means **to plate in armor**. To say **to blind**, use *cegar – ...Satanás ciega a la gente...* **3.** *Realizar* means **realize** in the sense of **to realize a dream, etc.** The sense required for this sentence is expressed by *darse cuenta de – Cuando oro me doy cuenta de cuántas...* **4.** *Copia* means a **copy** of a document. When dealing with books, newspapers, etc., use *ejemplar – Vamos a darle un ejemplar...* **5.** *Atender* does not mean **to attend (an event)**, it means **to pay attention to** or **to attend to (a person)**. *Asistir* is the correct verb for this sentence – *Asistimos a la iglesia*... **6.** *Eventualmente* means **possibly**. To say **eventually**, use *con el tiempo – Con el tiempo, la gente...* **7.** *Suceder* means **to happen**. To express the idea **to succeed**, use *tener éxito – Sé que usted puede tener éxito...* **8.** *Masa* means **dough** or **the mass of an object**. For a **religious mass**, use *misa – ¿Usted asiste a misa?* **9.** *Sensitivo* means **sensory** like a **sensory organ**. To say **sensitive**, use *sensible – ...nos ayuda a ser sensibles al Espíritu.* **10.** *Soportar* means **to withstand, to endure,** or **to put up with**. To say *support* as it is meant in this sentence, use *sostener – ...el deber de sostener a su familia.*

C. **1.** De hecho, ¿podemos... **2.** ...ser sensibles... **3.** En la biblioteca genealógica... **4.** Correct **5.** En ese momento, me di cuenta de que tenía... **6.** ...sostener a la familia. **7.** Tengo una pregunta... **8.** Todos mis parientes/familiares... **9.** ...llenar este formulario... **10.** Correct **11.** Ayudamos al hermano Pérez... **12.** Correct **13.** Siento vergüenza cuando... **14.** Correct **15.** Correct **16.** Correct

E. **1.** multitud **2.** templo **3.** conversando **4.** conversaban **5.** voz **6.** penetró **7.** dirección **8.** glorificado **9.** descendía **10.** descendió **11.** multitud **12.** suponían **13.** ángel **14.** extendió **15.** profetas **16.** testificaron **17.** glorificado **18.**sometido **19.** profetizado **20.** manifestaría **21.** ascención **22.** ocurrió **23.** exclamaron **24.** bautices **25.** bautizaréis **26.** disputas **27.** arrepientan **28.** deseen **29.** descedereís **30.** pronunciaréis **31.** autoridad **32.** bautizo **33.** sumergiréis **34.** concernientes **35.** contención **36.** declararé **37.** condenado **38.** visitará **39.** prevalecerán **40.** declaren **41.** establezcan **42.** proceden **43.** roca **44.** recibirlos **45.** declarad **46.** extremos.

1. Se escucha una **voz** desde el cielo.
2. Jesucristo **desciende** de los cielos.
3. Jesucristo enseña los **puntos** de su **doctrina**.
4. Jesus da **instrucciones** a sus **discípulos**.
5. Jesucristo **confiere** el poder del Sacerdocio y manda a todos a ser **bautizados**.

F. **Note:** Repeated words are marked with an asterisk (*)
profetas*; Jesucristo*; revelación; testifican; Cristo; Escrituras; decide; apostasía*; Biblia; ejemplos*; periodos; autoridad*; revela*; dispensación; importantes; preparemos; presencia; misión; salvación

Subject Pronouns

A. **1.** ellos **2.** ellas **3.** usted **4.** tú **5.** vosotros **6.** ustedes **7.** vosotras **8.** nosotras

B. **1.** tú **2.** ustedes **3.** ellas **4.** ustedes **5.** usted **6.** usted **7.** nosotras **8.** ellos **9.** nosotros **10.** él **11.** ella **12.** ustedes **13.** yo **14.** vosotras **15.** usted **16.** vosotros

C. **1.** yo **2.** nosotros **3.** ustedes, ellos, ellas **4.** yo **5.** usted, él, ella **6.** vosotros **7.** tú **8.** usted, él, ella **9.** ustedes, ellos, ellas **10.** ustedes, ellos, ellas **11.** usted, él, ella **12.** vosotros

D. **1.** Nosotros somos misioneros, pero ustedes son miembros. **2.** Yo tengo dos hermanas, pero tú tienes tres. **3.** Yo llevo cinco meses en la misión, pero usted lleva siete. **4.** Ellos van a la reunión del sacerdocio, pero ellas van a la reunión de la Sociedad de Socorro. **5.** Él quiere bautizarse el 24 de febrero, pero ella quiere bautizarse el 25 de febrero. **6.** Ella es nueva conversa, pero ellos llevan tres años de miembros.

E. **1.** The verb endings for *hago* and *estudio* tell who is doing the action, so *yo* should not be used except for emphasis – *(Yo) hago ejercicios y estudio por la mañana..* **2.** *Nosotros*, not *ustedes*, means **we** – *Nosotros somos misioneros.* **3.** The first use of *él* is somewhat justified, as it could be used for clarification. The second one, on the other hand, is overusing the pronoun – *(Él) siente el Espíritu cuando lee...* **4.** *Su* is a possessive, not a subject pronoun – *¿Usted es de aquí?* **5.** The verb endings for *aprendemos* and *estudiamos* tell who is doing the action, so *nosotros* should not be used except for emphasis – *Aprendemos mucho cuando estudiamos.* **6.** *Su* is a possessive, not a subject pronoun – Bien, ¿y usted?

F.

1.	**Subject Pronouns**	**Reasons for Use**
1.	él (tuviera)	Contrast with Labán
2.	tú (eres)	Emphasize the subject
3.	yo (dije)	Contrast with Laman and Lemuel
4.	nosotros (vivimos)	Contrast the subject with "el Señor"

G. These paragraphs are about our relationship with our Heavenly Father. They explain things He does, and then things that we should do. Subject pronouns show the contrast between these two ideas.

Ser y Estar

A. **1.** estar **2.** ser **3.** ser **4.** ser **5.** estar **6.** estar **7.** ser **8.** ser **9.** estar **10.** estar **11.** ser **12.** estar **13.** estar **14.** estar **15.** ser **16.** ser **17.** ser **18.** estar **19.** ser **20.** estar

B. **1.** ¿Están interesados? **2.** ¿Dónde es la reunión de zona? **3.** La Iglesia está cerca del parque. **4.** ¿Dónde está el cielo? **5.** El libro es de Juan. **6.** Somos misioneros obedientes. **7.** Estamos aquí para enseñar el Evangelio. **8.** ¿Cómo está? **9.** Soy de Utah. **10.** La ropa bautismal es blanca. **11.** Es la hora de ir a la actividad. **12.** Son las cinco.

C. **Note:** English speakers will often erroneously think that *ser* is always used for permanent things and *estar* is always used for temporary things. It is also common for English speakers to incorrectly use the word *es* because it is so similar to the English word **is**.
1. This sentence is showing an occupation, so the correct verb is *ser* regardless of whether the occupation is temporary or permanent – *Soy misionero.* **2.** This sentence refers to the location of something that isn't an event, so *estar* should be used – *...está en otra misión.* **3.** This sentence is talking about location (and not the location of an event), so the correct verb is *estar* – *...está en el baño.* **4.** This sentence is an expression of time, so *ser* should be used – *Es tarde.* **5.** This sentence uses an adjective (*enfermo*), so the use of *ser* or *estar* depends on whether the adjective is describing a condition that is expected and normal or one that is likely to change. In this case, the condition is likely to change, so we use *estar* – *Estoy enfermo...* **6.** This sentence uses an adjective (*listo*), so the use of *ser* or *estar* depends on whether the adjective is describing a condition that is expected and normal or one that is likely to change. In this case, the condition is likely to change, so we use *estar* – *Él está listo para el Evangelio.* **7.** This sentence shows origin, so *ser* is the correct verb – *Soy de Redlands, California.* **8.** This refers to the location of an event, so *ser* should be used – *La conferencia es en la capilla.* **9.** This sentence refers to the location of something that isn't an event, so *estar* should be used. – *¿Dónde está su amigo?* **10.** This sentence refers to the location of something that isn't an event, so *estar* should be used – *Estamos aquí...*

D. **1.** Somos misioneros… **2** Correct **3.** Correct **4.** ...están mis Escrituras? **5.** Estamos listos… **6.** Correct **7.** …está cerca de aquí. **8.** ...es en el centro... **9.** …es una persona feliz. **10.** Correct **11.** Son las… **12.** Correct **13.** Correct **14.** ...por estar aquí. **15.** Estoy muy contento de estar... **16.** Correct

E. Nosotros **somos** misioneros de la Iglesia de Jesucristo de los Santos de los Últimos Días. Soy el élder Rodríguez y él es mi compañero el élder Sánchez. **Estamos** contentos de tener la oportunidad de compartir un mensaje sobre Dios y Jesucristo. Dios es nuestro Padre Celestial. Nosotros somos Sus hijos. **Estamos** aquí en la tierra por una razón. Si obedecemos los mandamientos que Dios revela por medio de los profetas, podemos **estar** con Dios otra vez.

G. Remember that *estar* implies that a change has taken place, whereas *ser* implies an expected, normal characteristic. In this verse, the people who are sick used to be whole, so *estar* is used to describe their condition. Little children, on the other hand, are whole. It is a characteristic and is not a change from some other condition, so *ser* is used to describe it.

H. …son temporales… (expected characteristic); ...son espirituales (expected characteristic); …están sobre la tierra… (location); ...están en la tierra... (location); ...están debajo de la tierra... (location)

I. ¿Cómo está? (immediate perception); ...él es mi compañero... (relationship); ...somos misioneros... (occupation); ...está bien si compartimos... (immediate perception); ...es que... (set phrase – "it's just that..."); ...está bien... (immediate perception) ; ...es sencillo... (expected or permanent condition); ...Dios es nuestro Padre Celestial... (two nouns are always connected by ser); ...somos parte de Su familia... (two nouns are always connected by ser); ...la invitación que le hacemos es... (two nouns are always connected by ser); ...sólo estamos mi esposo y yo... (location)

Negation

A. **1.** Los que escuchan al profeta no se desvían./Los que no escuchan al profeta se desvían. **2.** No recordamos nuestra vida preterrenal. **3.** Los que rechazan el Evangelio no reciben las bendiciones./Los que no rechazan el Evangelio no reciben las bendiciones. **4.** No toda persona será salva. **5.** No todas las personas inspiradas son profetas. **6.** Adán y Eva no podían progresar en el Jardín de Edén. **7.** No éramos como nuestro Padre Celestial en la vida preterrenal. **8.** Nosotros no somos responsables de la Caída de Adán y Eva. **9.** No teníamos cuerpos físicos en la vida preterrenal. **10.** La muerte no cambia nuestra personalidad. **11.** Durante la Apostasía el Evangelio no estaba sobre la tierra. **12.** No todos en el mundo son perfectos. **13.** Con la Expiación, Jesús no eliminó nuestra reponsabilidad. **14.** La verdad no cambia con las condiciones. **15.** No había autoridad para efectuar ordenanzas durante la Apostasía. **16.** No podemos vencer los efectos del pecado por nosotros mismos.

B. **1.** Ninguno **2.** No, nada **3.** no, nunca **4.** No, nadie **5.** no **6.** Ninguna **7.** no, ningún **8.** ninguna **9.** Nadie **10.** nunca

C. **1.** *Ninguno* shortens to *ningún* before a masculine singular noun (such as *hombre*) – *Ningún hombre puede...* **2.** *Ninguno* must agree with the noun it accompanies – *...no perderá ninguna de las...* **3.** *Ninguno* (and its variations) must be used to say **no** before a noun – *Ninguna persona es perfecta.* **4.** *Ninguno* (and its variations) must be used to say **no** before a noun – *Ninguna tentación....* **5.** If a negative word (such as *nada*) comes after the verb, *no* must come before the verb – *No hay nada más importante...* **6.** If a negative word comes after the verb, *no* must come before the verb – *No debemos nunca perder...* (also possible: *Nunca debemos perder...*) **7.** *No* must come before, not after, the verb in negative sentences – *No es (un) gran problema...* **8.** If a negative word comes after the verb, *no* must come before the verb – *No hay nadie que...* **9.** *Ninguno* must agree with the noun it accompanies – *...ninguna iglesia tenía autoridad.* **10.** *No* must come before, not after, the verb in negative sentences – *No es bueno...*

D. **1.** ...ninguna duda... **2.** Nunca debemos dudar... **3.** Ningún problema... **4.** Correct **5.** Correct **6.** ...ningún mandamiento... **7.** No hay nada que... **8.** Correct **9.** Correct **10.** No hay nadie que... **11.** ...ningún pecado. **12.** ¿Su amigo no es miembro...? **13.** Ninguna circunstancia... **14.** Ninguna persona... **15.** No es posible... **16.** Correct

F. **Preach My Gospel Activity** – Lesson Plan

7. Nuestro cuerpo es sagrado
8. Debemos comer alimentos saludables
9. **No** debemos tomar
   Alcohol, Tabaco, Cafe, Te, Drogas, Perjudiciales
10. El Señor nos bendecirá por nuestra obeciencia

G. **Hebreos 5:4** – Y nadie toma para sí esta honra...; **Amós 3:7** – Porque no hará nada Jehová el Señor... **1 Ne. 3:7** – ...porque sé que él nunca da mandamientos a los hijos de los hombres; **2 Ne. 26:24** – Él no hace nada a menos que ... a nadie manda él que no participe...

Nadie puede tomar el sacerdocio sin recibirlo de alguien que ya lo tiene.
Sin profetas el Señor **no** declara su palabra.
El Señor **nunca** da mandamientos que no podemos cumplir.
Nadie es excluído de las bendiciones de Dios.

H. Él no recuerda más nuestros pecados...; Él no recuerda más nuestros pecados.; ...nunca más cometemos el mismo

pecado.; Sí, pero no es tan fácil.; ...yo me esfuerzo bastante para no hacer algo...; No podemos darnos por vencidos.; ...ya no tendremos el deseo de pecar más.

1. Arrepentiemiento es posible debido a la expiación de Jesucristo
2. Todos podemos arrepentirnos
3. Una vez que lo hacemos de la manera correcta, el Señor **no** los recuerda más.
4. Problemas que impidan su bautismo deben ser aclarados con el obispo.
5. **No** debemos pecar más.

Common Expressions

A. **1.** teníamos que **2.** tiene que **3.** tendrán que/van a tener que **4.** tiene que **5.** tendrán que/van a tener que **6.** tiene que **7.** tenemos que **8.** tuvo que **9.** tenía que **10.** tendríamos que

B. **1.** vamos a **2.** va a **3.** va a **4.** van a **5.** voy a **6.** iba a **7.** iban a **8.** va a **9.** íbamos a **10.** vamos a

C. **1.** ¿Hace cuánto que usted es miembro de la Iglesia? **2.** ¿Hace cuánto que recibió el sacerdocio? **3.** Hace un mes que los visitamos. **4.** ¿Hace cuánto que su amigo está interesado en el Evangelio? **5.** ¿Hacía cuánto que vivían aquí cuando los misioneros tocaron su puerta? **6.** Hace varios meses que enseñamos a sus vecinos. **7.** ¿Hacía cuánto que conocía a su amigo cuando empezó a hacer preguntas sobre la Iglesia? **8.** Hace varios años que su amigo sabe de la Iglesia. **9.** ¿Hace cuánto que lee el Libro de Mormón? **10.** Hacía mucho tiempo que José Smith buscaba la verdad.

D. **1.** Llevamos dos horas hablando con la gente de su barrio. **2.** Llevaba cinco años de miembro cuando salí a la misión. **3.** ¿Cuánto tiempo llevaba orando? **4.** Llevaban un año leyendo el Libro de Mormón cuando los encontramos. **5.** Llevo seis meses en el campo misional. **6.** La hermana Flores lleva cuatro años de miembro. **7.** Llevo tres meses aprendiendo español. **8.** ¿Cuánto tiempo llevan en esta ciudad? **9.** ¿Cuánto tiempo llevaban asistiendo a la iglesia cuando decidieron bautizarse? **10.** Enós llevaba mucho tiempo orando cuando recibió una respuesta.

E. **1.** llegado a ser **2.** se pusieron **3.** llegar a ser **4.** llegó a ser **5.** se puso **6.** ponerse **7.** llegó a ser **8.** me pongo **9.** llegar a ser **10.** llegar a ser

F. **1.** Age is expressed using *tener* + (number of years) – *Tengo 19 años.* **2.** *Ponerse* is used for an emotional reaction, not for more permanent changes – *Usted va a llegar a ser un gran miembro de la Iglesia.* **3.** This sentence is expressing a reaction, so *llegar a ser* cannot be used – *nos pusimos preocupados.* **4.** Spanish requires an expression with *hacer* to say "ago" – *Mi familia se bautizó hace tres años.* **5.** Spanish uses present tense and either *hacer* or *llevar* if the action is still going on. The sentence as it is written means that I am no longer a missionary. The correct sentence is *Hace dos meses que soy misionero/Llevo seis meses de misionero.* **6.** *Tener + que* always requires the *que* – *Tenemos que ser como Cristo.* **7.** If the action is still going on, Spanish requires the present tense with *hacer* or *llevar* – *Hace un par de meses que usted aprende de la Iglesia/Usted lleva un par de meses aprendiendo de la Iglesia.* **8.** *Ir + a* + infinitive normally cannot be used in the preterit. To say was going to, use *ir* in the imperfect – *Decidí que iba a ser obediente.*

G. **1.** …que los misioneros venían (as the sentence is written, it means the missionaries had not come for two months when we decided to get baptized) **2.** Correct **3.** Correct **4.** Correct **5.** Correct **6.** Correct **7.** ...llegar a ser fuertes en el Evangelio. **8.** ¿Qué tienen que hacer...? **9.** Correct **10.** Correct **11.** Usted tiene razón... **12.** Puede ser difícil llegar a ser obedientes. **13.** Me pongo contento... **14.** …que ustedes iban (as the sentence is written, it's asking for how long the people had not gone to church when they went to the temple).

H. …va a ser un poco difícil poder juntarnos como familia…: Vamos a tener que acostumbrarnos…; …creo que nos va a ayudar a acercarnos más a Dios.

J. Hoy **vamos a** visitar a Carlos y Victoria.
Vamos a pasar por el supermercado para comprar comida.
Vamos a visitar al obispo.
Vamos a preparar la fuente bautismal.

L. **Tendré que** ser valiente en el testimonio de Cristo. Quiero **llegar a ser** como el capitán Moroni, lleno de amor y fuerza para luchar contra el mal. Haré mi cama todos los días.

M. **1.** …les di el poder de llegar a ser mis hijos; y en igual manera, a cuantos me recibieren, les daré poder para llegar a ser mis hijos.
2. Bienaventurados los que tienen hambre y sed de justicia, porque ellos serán saciados.

Questions

A. **1.** ¿Tienen los misioneros el Espíritu? or ¿Tienen el Espíritu los misioneros? **2.** ¿Ama Dios a Sus hijos? or ¿Ama a Sus hijos Dios? **3.** ¿Estudia mi compañero mucho? or ¿Estudia mucho mi compañero? **4.** ¿Es miembro el hermano Pérez? or ¿Es el hermano Pérez miembro? **5.** ¿Leen los miembros las Escrituras? or ¿Leen las Escrituras los miembros? **6.** ¿Conoce usted nuestra Iglesia? or ¿Conoce nuestra Iglesia usted? **7.** ¿Hablamos nosotros español? or ¿Hablamos español nosotros? **8.** ¿Ha recibido usted bendiciones por obedecer? or ¿Ha recibido bendiciones por obedecer usted? **9.** ¿Enseño yo con poder? or ¿Enseño con poder yo? **10.** ¿Es importante leer el Libro de Mormón? or ¿Es leer el Libro de Mormón importante?

B. **1.** ¿Quiénes oran cada día? or ¿Cuándo oran los investigadores? **2.** ¿Quiénes enseñan con poder? or ¿Con qué enseñamos? **3.** ¿Quiénes asisten a la iglesia? or ¿Adónde asisten las hermanas? **4.** ¿Qué contiene este libro? or ¿Qué contiene la verdad? **5.** ¿Cómo podemos recibir una respuesta? or ¿Qué podemos recibir por medio del Espíritu? **6.** ¿Dónde comparte su testimonio el obispo? or ¿Qué comparte el obispo en la reunión? **7.** ¿Qué sabe Luis? or ¿Quién sabe la verdad? **8.** ¿Qué me enseñaron mis padres? or ¿Quiénes me enseñaron el Evangelio? **9.** ¿Dónde viven nuestras investigadores? or ¿Quiénes viven en el barrio San Lucas? **10.** ¿Qué lee el hermano Morales? or ¿Quién lee la Biblia?

C. **1.** ¿Por qué llama Dios profetas? **2.** ¿Qué debemos creer? **3.** ¿Quién es el Salvador? **4.** ¿Cómo somos bautizados? **5.** ¿Cuándo vamos a la iglesia? **6.** ¿Qué es El Libro de Mormón?

D. **1.** Cuál **2.** Qué **3.** Cuál **4.** Qué **5.** Cuál **6.** Cuál **7.** Qué **8.** Cuáles **9.** Cuáles **10.** Cuál **11.** Qué **12.** Cuáles

E. **1.** ¿Cuál es su historia de las Escrituras preferida? **2.** ¿Qué/Cuáles bendiciones ha recibido en su misión? **3.** ¿Qué/Cuál principio es difícil para name of investigator? **4.** ¿Cuál es su dirección? **5.** ¿Qué es el Evangelio? **6.** ¿Qué es la fe? **7.** ¿Qué/Cuál investigador está progresando más? **8.** ¿Cuáles son las dudas de name of investigator? **9.** ¿Cuáles son sus metas para hoy? **10.** ¿Qué/Cuál leccion necesitamos practicar? **11.** ¿Qué hora es? **12.** ¿Qué/Cuál lección vamos a enseñar?

F. **1.** Cómo **2.** Qué **3.** Qué **4.** Qué **5.** Por qué **6.** Qué **7.** Cuál **8.** Quiénes **9.** Qué **10.** Por qué **11.** Cuál **12.** Qué

G. **Note:** English speakers will often say *cuál* whenever they want to say **which** and *qué* whenever they want to say **what**. Another error occurs because English speakers will often translate questions word for word from English without changing the word order. Other problems stemming from English influence are ending questions with a preposition and using *hacer* to try to say **do** as it is used in **yes**-**no** questions in English.
1. The person wants to say, **What is your name?** However, using *qué* asks for a definition. An answer to *¿Qué es su nombre?* might be something like, **My name is what people call me** or **My name comes from Italy**. The correct way to ask **What is your name?** is *¿Cuál es su nombre?* **2.** When using a question word (such as *cómo*), the subject must go after the verb. The correct sentence would be *¿Cómo aprenden los investigadores?* **3.** The person wants to say **What is the difference?** However, using *qué* asks for a definition. An answer to *¿Qué es la diferencia?* might be **The difference is what makes the things different.** To ask, **What is the difference?** use *¿Cuál es la diferencia?* **4.** In Spanish, sentences never end with a preposition (a word like *de*). The preposition always comes before the question word (a word like *dónde*). So, the correct sentence is *¿De dónde es usted?* **5.** The person wants to ask someone's favorite scripture. However, using *qué* asks for a definition. An answer to *¿Qué es su Escritura favorite?* might be **My favorite scripture is the scripture I like the best.** The correct way to ask for specific information like someone's favorite scripture (or anything else) is to use *cuál – ¿Cuál es su Escritura favorita?* **6.** In Spanish, sentences never end with a preposition (a word like *en*). The preposition always comes before the question word (a word like *quién*). So, the correct sentence is *¿En quién debemos confiar?* **7.** The person wants to ask what someone's concern is. However, using *qué* asks for a definition. An answer to *¿Qué es su duda?* might be **My concern is something that bothers me.** To ask what someone's concern is, use *¿Cuál es su duda?* **8.** In English, we use the helping verb **do** when asking a **yes**-**no** question, such as **Do you read the scriptures?** However, Spanish has no helping verb for asking questions. The correct way to ask if someone read the scriptures is *¿Lee (usted) las Escrituras?* **9.** The word order is wrong in this sentence. When using a question word (such as *qué*), the subject must go after the verb, so the correct sentence would be, *¿Qué hizo José Smith?* **10.** Spanish has no helping verb like **do** when asking **yes**-**no** questions. The correct way to ask this question is *¿Tiene (usted) hijos?*

H. **1.** ¿Qué hacen los profetas? **2.** ¿Cuándo regresa Cristo? **3.** ¿Quién es la persona con la que hablamos? **4.** Correct **5.** ¿Sobre qué enseñan los profetas? **6.** ¿Cuál es...? **7.** Correct **8.** Correct **9.** ¿Cuál es...? **10.** ¿De dónde es su compañero? **11.** ¿Qué dicen sus padres? **12.** ¿Sobre qué hablamos?

I. Y ustedes, ¿de dónde son?... Y ustedes, ¿nacieron aquí?... Ah, y, ¿por cuánto tiempo han vivido aquí?... ¿Y dónde trabaja?... Y ustedes, ¿trabajan o estudian, además de ser misioneros?... Y, ¿qué estudiaba antes?... ¿Cuántos hijos tienen?... ¿Y cuántos años tienen?... Y ustedes, ¿cuántos hermanos tienen?

Temperature and Weather

A. **1.** Hace calor. **2.** Está lloviznando. **3.** Está despejado. **4.** Hace viento/Hay viento. **5.** Está nevando/Está cayendo nieve. **6.** Está lloviendo. **7.** Hay neblina. **8.** Hace fresco/Está fresco. **9.** Está granizando/Está cayendo granizo. **10.** El tiempo está malo. **11.** Está nublado. **12.** Hace frío. **13.** El tiempo está bueno.

B. **1.** Spanish uses an expression to say **it's hot** and you cannot translate literally – *Hace calor.* **2.** *Frío* and *calor* in these sentences are nouns, not adjectives, so *muy* cannot modify them – *Hace mucho frío/calor.* **3.** Spanish uses an expression to say **it's cold** and you cannot translate literally – *Hace frío en este cuarto.* **4.** Spanish uses an expression to say **it's windy** and you cannot translate literally – *Hace viento.*

Review: State of Being

A. Dios es nuestro Padre Celestial y todos **somos** hijos de Él. A veces preguntamos: "¿Por qué **estamos** aquí?" **Estamos** aquí en la tierra para aprender y crecer. En esta vida **no somos** perfectos, pero podemos estar limpios de nuestros pecados por medio de la Expiación. Jesucristo es el Hijo de Dios y Él sufrió por nuestros pecados porque **(removed)** nos ama y **(removed)** es nuestro Mediador. Cuando **estoy** triste, pienso en Su sacrificio por mí. Según lo que hemos dicho, ¿qué **ha hecho Jesucristo** por usted?

B. **1.** No debemos nunca/Nunca debemos... (Negation) **2.** El bautismo será (Ser y Estar) **3.** La capilla está cerca... (Ser y Estar) **4.** ...¿qué hace el profeta? (Questions) **5.** Hace frío... (Temperature and Weather) **6.** ¿Sobre qué habla esta Escritura? (Questions) **7.** Cuando (yo) leo y oro... (Subject Pronouns) **8.** ¿Cree en Dios? (Questions) **9.** Fumar no es bueno... (Negation) **10.** Dios no da ningún mandamiento... (Negation) **11.** Ningún hijo de Dios... (Negation) **12.** ¿Con qué necesitan ayuda? (Questions) **13.** No podemos hacer nada sin la ayuda... (Negation) **14.** Estoy agradecido... (Ser y Estar) **15.** ¿Dónde está la casa...? (Ser y Estar) **16.** ¿Cuál es nuestro...? (Questions) **17.** ¿Está listo para...? (Ser y Estar) **18.** No tengo ninguna duda... (Negation) **19.** Su vecino no es miembro... (Negation) **20.** ...que ninguna iglesia... (Negation) **21.** ¿Qué aprendió usted...? (Questions) **22.** No es necesario... (Negation) **23.** Dios está interesado... (Ser y Estar) **24.** No hay nada más importante... (Negation) **25.** ¿Adónde van los espíritus después de...? (Questions) **26.** ¿Cómo siente usted...? (Questions) **27.** Ustedes tienen razón; la familia... (Common Expressions) **28.** ¿...cuando obedece? (Subject Pronouns) **29.** Ninguno de nosotros es... (Negation) **30.** Es tarde; tenemos que... (Ser y Estar)

C. **1.** Estamos **2.** son **3.** Hace calor **4.** Viven **5.** Qué **6.** Usted, es **7.** no cambia **8.** Nadie, es **9.** tener miedo **10.** Dónde **11.** es **12.** Tenemos **13.** Cuándo **14.** es **15.** llueve **16.** Estamos **17.** Estoy **18.** Ninguna **19.** No entiendo/No comprendo **20.** Somos

D. **1.** Dios es nuestro amoroso Padre Celestial

1. Nosotros somos hijos de Dios
   Él tiene un cuerpo de carne y huesos
   ¿Cree usted que Dios lo/la ama? ¿Por qué?
2. Debemos ser obedientes a El
   Siendo obedientes logramos la vida eterna
   ¿Cómo nos ayuda la obediencia a acercarnos a Dios?
3. La Expiación
   Por medio de la Expiación somos limpios
   ¿Cómo se siente al saber que puede ser limpio/a de sus pecados?

El Evangelio bendice a las familias

1. El Evangelio ayuda a las familias
   Da esperanza en un mundo difícil
   ¿Cómo han ayudado a su familia las enseñanzas de Jesucristo?
2. Familias son ordenadas por Dios
   Nosotros podemos ser felices junto con nuestras familias
3. Plan revelado en todas las épocas

2. ¿Qué nos ha dado el Padre Celestial?
Nuestro Padre Celestial es nuestro Padre literal. Él creo nuestros cuerpos y la tierra y nos ha bendecido con todo lo que tenemos.
¿Cuál es su naturaleza?
Él no es un personaje de Espíritu, por el contrario, Él tiene un cuerpo de carne y huesos, pero en un estado glorificado y perfecto. Él quiere que nosotros volvamos a su prensencia, para lo cual debemos demostrarle nuestra fe y obediencia.
¿Por qué debemos obedecerle?
Una de las razones más importantes es debido al amor que le tenemos. El Padre ya nos ha bendecido mucho con todo lo que existe a nuestro alrededor y más aún, nos da Sus mandamientos para estar libres de pecado y miseria.

E. **Subject pronouns –** Todos *nosotros* somos Sus hijos.; *Él* se preocupa cuando sufrimos...; ...*yo* creo en Dios...; *Yo* sé que soy un hijo...; *Él* tiene un cuerpo...; *Él* nos envió a la tierra...; *Yo* sé que Dios vive.; Él es nuestro Padre Celestial.; Él se preocupa por nosotros...; Yo sé que... ***Ser* and *estar* –** Dios *es* nuestro...; Todos nosotros *somos* Sus hijos.; que Dios *es* nuestro Padre Celestial?; ¿... *es* algo nuevo para usted?; ... mi papá y yo *somos* tan unidos.; El pensar que Dios *es* también mi Padre...; *Es* hermoso saber que...; ... cada uno de nosotros *es* un hijo...; ... el conocimiento de que usted *es* un hijo...; Yo sé que *soy* un hijo...; La Expiación de Jesucristo *es* central...; El sacrificio de Jesucristo es una muestra...; Él es nuestro Padre Celestial.; **Questions –** ¿qué piensa de que Dios es nuestro Padre Celestial?; ¿el considerar a Dios como nuestro Padre Celestial es algo nuevo para usted?; ¿Y qué opina al respecto?; ¿cómo influye en su vida el conocimiento de que usted es un hijo de Dios?

G. **2. Negation –** Señor, no sabemos a dónde vas; **Questions –** ¿cómo, pues, podemos saber el camino? **Subject pronouns –** Yo soy el camino, y la verdad, y la vida;

Pero cualquier cosa que persuade a los hombres a hacer lo amalo, y a no creer en Cristo, y a negarlo, y a no servir a Dios...; ... porque él no persuade a ningún hombre a hacer lo bueno, no, ni a uno solo; ni lo hacen sus ángeles; ni los que a él se sujetan.

Possessives

A. **1.** mi **2.** nuestras **3.** nuestros **4.** tu **5.** su **6.** Nuestro **7.** Nuestra **8.** Mis **9.** su **10.** sus **11.** vuestra **12.** su **13.** Sus **14.** su

B. **1.** mío **2.** suya **3.** nuestro **4.** suyo **5.** suyas **6.** suya **7.** nuestra **8.** suya **9.** mías **10.** suyo

C. **1.** Spanish cannot express possession with an apostrophe – *El plan de nuestro Padre es...* **2.** Possessives agree with the thing possessed, not with who possesses it – *Dios envió a Sus profetas...* **3.** This sentence requires a long possessive adjective – *Esa promesa es suya.* **4.** Possessives agree with the thing possessed, not with who possesses it – *¿Conoce nuestra Iglesia?* **5.** *Nuestro* must agree with the thing possessed – *Nuestra vida...* **6.** Possessives agree with the thing possessed, not with who possesses it – *Estoy agradecido por mis bendiciones.* **7.** *Ellos* is a subject pronoun, not a possessive adjective – *...escuchar sus palabras.* **8.** *Ustedes* is a subject pronoun, not a possessive adjective – *¿...en su casa?*

D. **1.** Correct **2.** Mis padres... **3.** Nuestro profeta... **4.** Correct **5.** Nuestro presidente... **6.** Correct **7.** ...Sus mandamientos. **8.** Correct **9.** Correct **10.** Sus amigos... **11.** Correct **12.** Sus bautismos... **13.** Las palabras del profeta... **14.** Mi cuerpo... **15.** Correct **16.** Correct

F. ...después de nuestra última visita?; ...muy ocupado con mis clases, el trabajo y mis amigos...; Me han ayudado a encontrar respuestas a mis preguntas...; ...recibirán mayor dirección y guía en su vida.

G. **1.** vuestras familias, mi nombre, vuestras esposas, vuestros hijos

2. vuestros campos, vuestros rebaños, vuestras casas, vuestra casa, vuestros enemigos, vuestros campos, vuestros campos, vuestra alma, vuestros aposentos, vuestros sitios, vuestros yermos, vuestros corazones, vuestro bienestar, vuestros bienes, vuestra oración

1. Debe orar por el bienestar de su familia, los alimentos, en la Iglesia.
   La oración nos acerca a Dios.
2. La oración nos comunica con nuestro Padre Celestial y es un mandamiento.
   Alma 34: 20–28
   Debemos orar siempre.
3. La oración es una manera de obtener bendiciones.
   Dios conoce nuestras necesidades.
   Él espera que ejerzamos nuestra fe.
4. ¿Orará usted personalmente y con su familia todos los días?.

Present: Irregular

A.

Multiple Irregularities

dar		haber		ver		ser		estar		ir	
doy	damos	he	hemos	veo	vemos	soy	somos	estoy	estamos	voy	vamos
das	dais	has	habéis	ves	veis	eres	sois	estás	estáis	vas	vais
da	dan	ha	han	ve	ven	es	son	está	están	va	van

B. Irregular *Yo* Form

caer		conocer		saber		salir	
caigo	cameos	conozco	conocemos	sé	sabemos	salgo	salimos
caes	caéis	conoces	conocéis	sabes	sabéis	sales	salís
cae	caen	conoce	conocen	sabe	saben	sale	salen

hacer		poner		traer		obedecer	
hago	hacemos	pongo	ponemos	traigo	traemos	obedezco	obedecemos
haces	hacéis	pones	ponéis	traes	traéis	obedeces	obedecéis
hace	hacen	pone	ponen	trae	traen	obedece	obedecen

Irregular *Yo* Form and Stem and/or Spelling Changes

decir		bendecir		venir		tener		oír	
digo	decimos	bendigo	bendecimos	vengo	venimos	tengo	tenemos	oigo	oímos
dices	decís	bendices	bendecís	vienes	venís	tienes	tenéis	oyes	oís
dice	dicen	bendice	bendicen	viene	vienen	tiene	tienen	oye	oyen

C. Multiple Irregularities
1. Doy **2.** Eres **3.** Hemos **4.** (Ella) va **5.** Estamos **6.** (Ellos) ven **7.** Damos **8.** (Usted) ve **9.** (Ellos) dan **10.** Soy **11.** (Ustedes) van **12.** He
Irregular *Yo* Form
1. (Usted) pone **2.** Traigo **3.** Salimos **4.** Salgo **5.** Hago **6.** (Ustedes) hacen **7.** Sé **8.** Conozco **9.** Caigo **10.** Pongo **11.** Traemos **12.** (Ellos) hacen
Irregular *Yo* Form and Stem and/or Spelling Changes
1. Digo **2.** Decimos **3.** (Ustedes) vienen **4.** (Ellas) tienen **5.** Oyes **6.** Oigo **7.** (Él) dice **8.** (Ella) tiene **9.** (Ellos) dicen **10.** Tenemos **11.** Oímos **12.** (Ellos) oyen

D. Multiple Irregularities
1. doy **2.** son **3.** van **4.** da **5.** somos **6.** ha **7.** estás **8.** ve **9.** hemos **10.** soy
Irregular *Yo* Form
1. obedezco **2.** conozco **3.** pongo **4.** traigo **5.** hago **6.** salgo **7.** sé **8.** hace **9.** cae **10.** venzo
Irregular *Yo* Form and Stem and/or Spelling Changes
1. dicen **2.** tengo **3.** oye **4.** venimos **5.** tiene **6.** bendice **7.** reconozco **8.** tenemos **9.** digo **10.** viene

E. **1.** *Estar* has an accent for the *usted* present conjugation – *¿Cómo está*? **2.** *Conocer* has an irregular *yo* form the the present – *No conozco...* **3.** *Haber* is irregular in the *nosotros* form – *Hemos recibido...* **4.** *Saber* has an irregular *yo* form in the present – *Sé que la Iglesia...* **5.** *Tener* changes the stem *i – ie* in the present *usted* form – *¿Tiene una familia?* **6.** *Bendiga* is a subjunctive form of *bendecir* that missionaries sometimes mistake for the present tense because the subjuncitve is used in prayers. The correct form for this sentence is *bendice – Dios nos bendice...*

F. **1.** Tenemos... **2.** Están... **3.** No oigo... **4.** Correct **5.** Correct **6.** ...lo que decimos... **7.** ...oyen nuestras... **8.** Venzo... **9.** Correct **10.** ...viene a la iglesia... **11.** ¿Tienen... **12.** Crezco... **13.** Correct **14.** Correct

G. **1.** estoy; hacéis; digo; hacéis; digo; tenéis
2. Éter 12:27 – vienen, doy, tienen; **Alma 32:18 –** es, digo, tiene

H. …soy la hermana…; …agradezco mucho…; …que tengo de estar…; …yo sé sin ninguna duda…; …yo sé que Jesucristo…; …que Jesucristo es…; …también estoy muy agradecida…; …yo sé que si obedecemos…; …sé que José Smith…; …sé que el Libro de Mormón…; …el Libro de Mormón es verdadero…; …y que contiene…; …estas cosas son verdaderas…; …ha confirmado…; …digo estas cosas…

Review: Possession and Ownership

A. Dios es **nuestro** Padre Celestial. Él **tiene** un plan para todos nosotros. **El plan de Dios** nos permite volver a vivir en Su presencia si seguimos **Sus** mandamientos. Aunque **tenemos** pruebas en **nuestra** vida, esta experiencia en la tierra es una bendición. Dios quiere comunicarse con nosotros para ayudarnos a superar estas pruebas. Podemos recibir respuestas a **nuestras** oraciones si tenemos fe en Él.

B. **1.** ...por nuestro profeta. (Possessives) **2.** Nuestra vida... (Possessives) **3.** ...mis metas (Possessives) **4.** Tenemos un mensaje... (Present: Irregular) **5.** No tengo ninguna... (Present: Irregular) **6.** ...sus oraciones. (Possessives) **7.** ...pueden ser suyas. (Possessives) **8.** Sus decisiones... (Possessives) **9.** ...a sus amigos... (Possessives) **10.** El plan de Dios se llama... (Possessives) **11.** Dios tiene... (Present: Irregular) **12.** Quiero obedecer los mandamientos de Dios... (Possessives) **13.** ¿...escuchar nuestro mensaje? (Possessives) **14.** ...nuestras oportunidades. (Possessives) **15.** ¿...es suya? (Possessives) **16.** ...son mías. (Possessives) **17.** ...en nuestros días. (Possessives) **18.** Sus escritos... (Possessives) **19.** Todos tenemos la oportunidad... (Present: Irregular) **20.** ¿...en su vida? (Possessives)

C. **1.** nuestra **2.** Tengo **3.** sus **4.** tienen **5.** mi **6.** su **7.** nuestro **8.** Sus **9.** los mandamientos de Dios **10.** mi **11.** tienen **12.** Nuestras **13.** suya **14.** nuestro **15.** mío **16.** Mi **17.** vuestras **18.** tiene

E. ...como nuestro Salvador...; ...obedeciendo Sus mandamientos...; Dios por su parte...; ...perdonar nuestros pecados...; ...de nuestros pecados...; ...todos los mandamientos de Su Padre...; ...de nuestros pecados...; ...porque tiene un significado especial...; ...la muerte, sepultura y resurrección de Cristo...; ...el dejar nuestra vida pasada y el comienzo de nuestra nueva vida...; ...nos convertimos en hijos e hijas espirtuales de Cristo...; ...con Su autoridad...; ...en el nombre de Dios...; ...y nuestras familias eternamente...; ...es una ley de Dios...; ...seguirán el ejemplo de Jesucristo...; ...por su decisión de ser bautizados.

F. **2.** ...descendiente directo de Lehi...; Tengo motivo...; ...mi Dios...; ...mi Salvador Jesucristo...; ...nuestros padres...; ...mi pueblo...; ...nuestras almas.

Gender and Number

A. **1.** el **2.** el **3.** la **4.** la **5.** el **6.** la **7.** la **8.** el **9.** la **10.** la **11.** el **12.** la **13.** el **14.** el **15.** el **16.** el **17.** la **18.** la **19.** el **20.** la **21.** la **22.** la **23.** el **24.** el **25.** la **26.** la **27.** el **28.** la **29.** la **30.** la **31.** el **32.** la

B. **1.** iglesias **2.** jóvenes **3.** viernes **4.** luces **5.** mensajeros **6.** espíritus **7.** creaciones **8.** enfermedades **9.** dones **10.** investigadores **11.** apóstoles **12.** dispensaciones **13.** obispos **14.** pesares **15.** bendiciones **16.** convenios

C. **1.** *Profeta* is a masculine noun – *...un profeta.* **2.** *Día* is a masculine noun – *...un día...* **3.** *Problema* is a masculine noun – *...nuestros problemas.* **4.** *Mano* is a feminine noun – *...la mano...* **5.** *Tema* is a masculine noun – *...un tema...* **6.** *Labor* is a feminine noun – *Nuestra labor...* **7.** *Parte*, when it is used to mean "a part of," is a feminine noun – *...una parte...* **8.** *Luz* is a feminine noun – *...una luz...* **9.** *Paz* is a feminine noun – *...la paz...* **10.** *Persona* is a feminine noun, even when it refers to males – *...una persona...*

D. **1.** …los profetas. **2.** …las leyes… **3.** …nuestras labores. **4.** Correct **5.** Correct **6.** …nuestra pared. **7.** La parte… **8.** …una calle… **9.** La luz… **10.** Correct **11.** …nuestro bienestar. **12.** Las autoridades **13.** …la ayuda… **14.** …una pregunta. **15.** …las llaves… generales… **16.** …la imagen…

E. Debemos seguir **al** profeta. Él tiene **las** llaves del sacerdocio y puede recibir **la** revelación que Dios quiere dar a Sus hijos. Cuando seguimos **las** palabras de los profetas, recibimos **las** bendiciones que Dios promete. La obediencia es **una** parte importante **del** plan de Dios. Cuando yo obedezco los mandamientos que los profetas enseñan, siento **el** amor de Dios y soy más feliz. Ustedes también pueden tener **estas** bendiciones si están dispuestos a seguir al profeta. Al hacerlo, demostrarán **la** fe que tienen en Dios.

H.

Masculine	Feminine
Aires, Puerto, tiempo, años, padres, trabajo, teléfonos, misioneros, servicio, Señor, hijos, Miguelito, años, Miguelito, hermanos, Chile, mensaje, Chile, misioneros, mundo, lugares, mundo	España, Argentina, Mónica, ciudad, capital, cuestiones, capital, compañía, veces, misión, misión, arquitectura, familia, Gabriela, Gabriela, España, cosas, familias

Articles

A. **1.** la **2.** los **3.** las **4.** la **5.** los **6.** el **7.** las **8.** el **9.** la **10.** el **11.** la **12.** las

B. **1.** unas **2.** un **3.** una **4.** unas **5.** unos **6.** una **7.** una **8.** una **9.** unos **10.** un **11.** unos **12.** una

C. **1.** el **2.** Una **3.** del **4.** un **5.** Los **6.** la **7.** Las **8.** la **9.** los **10.** una **11.** La **12.** una

D. **1.** No article **2.** la **3.** No article **4.** el **5.** un **6.** No article **7.** No article **8.** un **9.** No article **10.** un **11.** No article **12.** un

E. **1.** Lo bueno **2.** El don del Espíritu Santo **3.** (El) leer las Escrituras es divertido. **4.** Lo difícil **5.** Usted es una buena persona. **6.** El bautismo es esencial. **7.** Lo chistoso **8.** Mi amigo también es misionero. **9.** Las familias son eternas. **10.** Lo interesante **11.** Vamos al apartamento **12.** El presidente Monson recibe revelación.

F. **1.** Unlike English, Spanish must use the definite article in this sentence – *Vamos a la iglesia...* **2.** The definite article must be used with titles such as *hermano – El hermano García es muy servicial.* **3.** To refer to every member of a class (like members), the definite article must be used – *Los miembros...* **4.** The definite article must be used when referring to nouns as a whole or in an abstract sense – *La fe es necesaria.* **5.** *Un* can never come before *otro. Otro* means both “other” and “another” – *...es otro testamento de Jesucristo.* **6.** The indefinite article is never used when using *ser* and expressing an occupation – *El obispo es dentista.* **7.** To refer to every member of a class (like parents), the definite article must be used – *Los padres aman...* **8.** Spanish uses the definite article when saying what page something is on – *Está en la página 1*6.

G. **1.** Lo difícil es que... **2.** Los apóstoles... **3.** La verdad... **4.** Correct **5.** El bautismo... **6.** ...del profeta. **7.** ...está en la página... **8.** Los misioneros... **9.** Correct **10.** Correct **11.** ¿...es miembro? **12.** Otro principio...

Adjectives and Agreement

A. **1.** General, *General* **2.** muchas, *many* **3.** terrenal, *earthly* **4.** significativa, *meaningful* **5.** poderoso, *powerful* **6.** feliz, *happy* **7.** fuerte, *strong* **8.** corto, *short* **9.** buena, *good* **10.** directa, *direct*

B. **1.** buenos **2.** canónicos **3.** amorosa **4.** mucha **5.** maravillosa **6.** inspiradas **7.** honrada **8.** fuerte **9.** imperfecto **10.** sincera **11.** obedientes **12.** débiles

C. **1.** verdadero (also: correcto, sagrado) **2.** justos **3.** sagradas **4.** preferido **5.** correctas (also: justas, difíciles) **6.** sagrados (also: verdaderos) **7.** difícil **8.** suaves (also: sagrados)

D. **1.** sagradas Escrituras **2.** dispensación final **3.** muerte física **4.** maravillosos padres **5.** antiguo compañero **6.** hijos espirituales **7.** amable obispo **8.** reino celestial **9.** mejor amigo **10.** ceremonia sagrada **11.** persona autorizada **12.** familia eterna

E. **1.** muchos hombres **2.** abnegados actos (also possible: actos abnegados) **3.** transgresión humana **4.** culpa humana **5.** futuro incierto (also possible: incierto futuro) **6.** acto voluntario **7.** ley eterna **8.** propia voluntad **9.** mundo entero **10.** terrible poder **11.** ser mortal

F. **Note:** Adjectives must always agree with something, even if it is not expressed. Problems with agreement are some of the most persistent for English speakers. There is also a tendency to mix up feliz (happy) with felicidad (happiness). Another common error occurs because many English speakers, after learning that the adjective usually follows the noun, make adjectives follow the noun even when they shouldn’t.
1. The adjective *verdadero* must agree with the noun it is describing – *La Iglesia es verdadera.* **2.** The adjective *otro* must agree with the noun it is describing – *...a otras personas.* **3.** The adjective *agradecido* must agree with the noun it is describing, which in this case is *nosotros – Estamos muy agradecidos.* **4.** The adjective *mucho* must agree with the noun it is describing – *Hay mucha gente...* **5.** The adjective *contento* must agree with the noun it is describing – *La hermana Ruiz está contenta.* **6.** The adjective *bueno* must agree with the noun it is describing – *La lección fue muy buena.* **7.** The word *feliz* is an adjective that means **happy**. To say that we can have **happiness**, you must use the noun *felicidad – Podemos tener felicidad...* **8.** “Esposa amable” would imply that he has more than one wife, the kind one being distinguished from the others – *Conocimos a su amable esposa.* **9.** When placed after a noun (like *mujer*), *grande* means “large” – *María fue una gran mujer.*

G. **1.** ...profeta verdadero **2.** Las personas obedientes... **3.** ...son maravillosas. **4.** Correct **5.** Correct **6.** Correct **7.** ...famoso padre... **8.** ...sentimientos consoladores. **9.** Correct **10.** ...son muy importantes. **11.** Correct **12.** Correct **13.** Mi antiguo compañero... **14.** ...llevamos ropa blanca. **15.** ...el libro rojo. **16.** Correct

H. **1. a.** The adjectives *grandes* and *maravillosas* go before the noun *obras* because Nephi is not distinguishing them from any other works God has done; he is just highlighting the fact that the works God shows him are great and marvelous. The adjective *miserable* goes before *hombre* because Nephi is not distinguishing himself from any other men; he is highlighting the fact that he is *miserable*, or **wretched**, as verse says in English. **b.** Placing any of the adjectives from this verse after the noun would serve to distinguish them from other nouns of the same type.

Demonstratives

A. **1.** este, *this*; estas, *these* **2.** aquella, *that* **3.** ese, *that* **4.** esta, *this* **5.** estos, *these* **6.** esos, *those* **7.** esas, *those* **8.** aquellos, *those*

B. **1.** estos **2.** esta **3.** este **4.** estas **5.** estos **6.** esta **7.** estas **8.** este

C. **1.** esa **2.** ese **3.** esas **4.** esos **5.** esos **6.** ese **7.** esa **8.** esas

D. **1.** *Día* is a masculine singular noun, so it requires the demonstrative *este – ...por este día.* **2.** *Estes* does not exist. The masculine plural that should be used for this sentence is *estos – Estos versículos.* **3.** *Personas* is a feminine plural noun, so it requires the demonstrative *esas – Esas personas...* **4.** *Eses* does not exist. The masculine plural that should be used for this sentence is *esos – Esos miembros son fieles.* **5.** *Canción* is a feminine singular noun, so it requires the demonstrative pronoun *ésta – Ésta es me canción...* **6.** *Lección* is a feminine singular noun, so it requires the demonstrative *esa – Esa lección...*

E. **1.** Esta ley... **2.** Correct **3.** Ésa es… **4.** Correct **5.** Correct **6.** …esa visión… **7.** Correct **8.** Correct **9.** Estos sentimientos… **10.** …estos mandamientos… **11.** Esas personas… **12.** …aquellas personas. **13.** Esa mujer… **14.** Correct **15.** …aquella época... **16.** …este miércoles…

G. **2.** “Este pueblo” refers to Alma and Helaman’s people. “Aquel pueblo” refers to the Jaredites (the people who produced the plates). Alma uses demonstratives to distinguish between a group of people who are close to his experience and those who are far from it.

Relatives

A. **1.** Noé fue un profeta que la gente rechazó. **2.** Las personas que se arrepienten son perdonadas. **3.** El bautismo es un convenio que demuestra nuestro deseo de seguir a Dios. **4.** El matrimonio eterno es un convenio que hacemos en el templo. **5.** El pecado es un obstáculo que nos impide volver con Dios. **6.** En la vida tenemos experiencias que nos traen felicidad y dolor. **7.** La fe es un principio que enseñan las Escrituras. **8.** La resurrección es una bendición que todas las personas reciben. **9.** Nuestros cuerpos son un don que Dios nos ha dado. **10.** Dios bendice a las personas que pagan un diezmo íntegro.

B. **1.** quien **2.** quien **3.** quien **4.** quien **5.** quienes **6.** quien **7.** quienes **8.** quienes **9.** quien **10.** quien

C. **1.** el que **2.** los que **3.** que **4.** el que **5.** las que **6.** el que **7.** las que **8.** la que **9.** los que **10.** las que

D. **1.** el cual **2.** la cual **3.** el cual **4.** la cual **5** los cuales **6.** los cuales **7.** las cuales **8.** el cual **9.** la cual **10.** el cual

E. **1.** lo que **2.** lo que **3.** lo que **4.** qué **5.** qué **6.** lo que **7.** lo que **8.** qué **9.** qué **10.** lo que

F. **1.** *Que* must always be used where **that** can be used in English – *El libro que José Smith tradujo...* **2.** *Que* must always be used where **that** can be used in English – *Había un joven que se llamaba...* **3.** *Quien* can only be used after a preposition or after a pause (commas in writing) – *...es la persona que dirige la Iglesia.* **4.** When **what** would be used in English where it is not asking **what something is,** *lo que* must be used in the translation – *...seguir lo que dicen...* **5.** *Que* cannot be used with a preposition to refer to a person; *el que, el cual, or quien* must be used instead – *...es la persona con la que...* **6.** *El libro* is a masculine noun, so *el cual* must be used instead of *lo cual – ...del cual hablábamos.* **7.** *Razón* must be used with *por* in sentences like this, and is usually used with *la que – La razón por la que estamos aquí...* **8.** *La manera* is a feminine noun, so *la que* must be used instead of *el que – ...es una manera en la que...* **9.** *Que* cannot be used with long prepositions like *por medio de*; *el cual* is usually used – *...es el poder por medio del cual podemos...* **10.** *Quien* can only be used after a preposition or after a pause (commas in writing) – *Las personas que oran...*

G. **1.** Correct **2.** ...un profeta que enseñó... **3.** ...lo que debemos hacer. **4.** Correct **5.** ...mediante el cual... **6.** ...un hombre que tenga... **7.** ...del cual... **8.** Correct **9.** ...un libro que se llama... **10.** Correct **11.** Correct **12.** Correct **13.** ..de quien/del que/del cual mi compañero habla... **14.** ...las razones por las que... **15.** ...lo que siente... **16.** Correct

H. Pues, por lo que sé...; Las personas que vivieron el Evangelio de Jesucristo...; Aquellos que reciban la gloria celestial vivirán con sus familias.; El siguiente reino, el cual se llama el reino terrestre...; Y el último reino, que es el más bajo, es el reino telestial...; ...el reino telestial, cuya gloria se compara con la gloria...; Las personas que no aceptaron el Evangelio de Cristo, pero que fueron

buenas durante sus vidas...; Y al reino telestial irán las personas que no quisieron arrepentirse o aquellos que se rebelaron contra el consejo...

Los reinos de gloria

1. Dios sabía que sus hijos necesitarían ayuda.
   Él presentó un plan cuya parte más importante era la Expiación
2. Existen 3 reinos de gloria
   Reino telestial
   Reino terrenal
   Reino celestial
3. Quienes obedecen reciben el reino celestial
   En este reino vivimos como familias
   Es el máximo estado de felicidad

I. aun aquellas cosas *que* existieron desde el principio...; ...por medio de su Hijo Unigénito, *que* estaba en el seno del Padre...; *de quien* damos testimonio, y el testimonio *que* damos es la plenitud del Evangelio de Jesucristo, *que* es el Hijo, *a quien* vimos y *con el cual* conversamos en la visión celestial.; Porque mientras hacíamos la traducción *que* el Señor nos había designado, llegamos al versículo veintinueve del quinto capítulo de Juan, *que* nos fue revelado así:

En su visión, José Smith y Sidney Rigdon vieron todas las cosas desde el principio que el Señor había creado. Aquella visión también les mostró al Salvador, con quien conversaron.
Esta visión nos demuestra la naturaleza profética que José Smith poseía. Al entender y analizar estas visiones y revelaciones para los santos podemos ver que José Smith era en realidad un profeta. Su misión fue sellada con su muerte y todas las personas en el mundo han de saber que su llamamiento vino de Dios, incluso desde el momento de la Primera Visión en Nueva York.

Suffixes

A. **1.** perrito **2.** papelito **3.** jovencito **4.** sillita **5.** abuelita **6.** jovencitas **7.** cosita **8.** amiguitos **9.** casita **10.** tarjetita

B. **1.** muchísimas **2.** finísimo **3.** buenísima **4.** muchísimos **5.** riquísima **6.** santísimo **7.** muchísimo **8.** muchísimo **9.** grandísimo **10.** hermosísimo

Review: Describing Objects and People

A. Dios revela **la** verdad llamando profetas. **Estos** profetas son hombres **justos** que tienen el sacerdocio, **el** cual es el poder de actuar en el nombre de Dios. **Los** profetas nos enseñan acerca **del** plan que Dios tiene para nosotros. A veces, sin embargo, la gente rechaza a los profetas. Cuando **esto** sucede, se llama **una** apostasía. Durante una apostasía, no hay nadie que **tenga la** autoridad del sacerdocio. Sin embargo, Dios ama a Sus hijos y siempre llama a **otro** profeta para restaurar Su Iglesia. Si obedecemos a los profetas, vamos a ser más **felices**. Quiero obedecer las palabras **que** Dios nos da por medio de los profetas.

B. Si usted ora con **verdadera** intención y tiene fe y un corazón **sincero**, Dios le va a dar **una** respuesta. Los sentimientos que **recibimos** del Espíritu Santo son **poderosos**, pero a la vez son **suaves** y apacibles. **Estos** sentimientos nos ayudan a saber que **la** respuesta viene de Dios. Cuando recibimos una respuesta, debemos estar dispuestos a actuar según **esa** respuesta. Al sentir estos sentimientos, vamos a querer saber todo lo posible en cuanto al Evangelio. Yo le prometo que si hace **esto**, su vida va a mejorar.

C. **1.** ...las Autoridades Generales... (Gender and Number) **2.** ...es verdadera. (Adjectives and Agreement) **3.** Los profetas... (Articles) **4.** Las familias... (Articles) **5.** ¿Asistirá con nosotros a la iglesia...? (Articles) **6.** Esos capítulos... (Demonstratives) **7.** ¿Conoce este libro? (Demonstratives) **8.** ...es otro testamento... (Articles) **9.** ¿...el capítulo que le dimos? (Relatives) **10.** No hay nada que sea... (Present Subjunctive: Adjective Clauses) **11.** Hay muchísimas cosas... (Adjectives and Agreement) **12.** Los padres deben... (Articles) **13.** La razón por la que obedezco... (Relatives) **14.** ...a sus amables padres. (Adjectives and Agreement) **15.** ...un profeta que recibió... (Relatives) **16.** Este mes... (Demonstratives) **17.** Quiero seguir lo que el profeta... (Relatives) **18.** No hay nada que pueda... (Present Subjunctive: Adjective Clauses) **19.** ¿...estos versículos? (Demonstratives) **20.** Nuestra labor... (Adjectives and Agreement) **21.** ...son muy especiales. (Adjectives and Agreement) **22.** La fe es el primer principio... (Articles) **23.** ...una foto del templo. (Articles) **24.** ¿Tiene una pregunta? (Articles) **25.** ...es un hombre que ama... (Present Subjunctive: Adjective Clauses) **26.** Los líderes locales... (Articles) **27.** Dios sabe todo lo que hacemos. (Relatives) **28.** Este profeta... (Demonstratives) **29.** ¿...es mecánico? (Articles) **30.** ...profetas verdaderos... (Adjectives and Agreement) **31.** ...son importantes. (Adjectives and Agreement) **32.** Los profetas... (Gender and Number) **33.** ¿Conoce el verso que habla...? (Present Subjunctive: Adjective Clauses) **34.** ...es la parte... (Gender and Number)

D. **1.** La fe sincera es muy importante. **2.** Ésa es una buena pregunta. **3.** Sé que la Iglesia es verdadera. **4.** La gente que obedece recibe bendiciones/Las personas que obedecen reciben bendiciones. **5.** Vamos a hablar del arrepentimiento. **6.** Soy misionero. **7.** Este versículo habla del arrepentimiento. **8.** Las decisiones que tomamos son importantes. **9.** El obispo, quien es el líder del barrio, vive cerca de aquí. **10.** Éste es un libro verdadero. **11.** Las personas con las que/con las cuales hablamos son hijos de Dios. **12.** Los profetas enseñan la verdad. **13.** El arrepentimiento es el segundo principio del Evangelio. **14.** La oración es una manera en la que puede preguntar a Dios. **15.** El profeta, quien recibe revelación, nos habla. **16.** El obispo es una persona maravillosa. **17.** Éste es un principio importante. **18.** Mi familia es más unida a causa del Evangelio. **19.** Recuerdo el día de mi bautismo. **20.** Las familias son muy importantes para Dios.

G. **1. Nouns (things that agree)** – hombres (los, libres, libres); carne (la); cosas (las, dadas, propias); libertad (la); vida (la, eterna); Mediador (del, gran); hombres (todos, los); cautividad (la); muerte (la); cautividad (la); poder (el); diablo (del); hombres (todos, los). **Articles used in Spanish but not English** – los hombres, las cosas, la libertad, la vida eterna, los hombres, la cautividad, la muerte, la cautividad, el poder, los hombres.
2. Demonstratives – ...aquellos a quienes...; ...estos mandamientos...; ...esta iglesia... **Relative Pronouns –** ...aquellos a quienes...; ...con la cual...

Verb + Infinitive

A. **1.** podemos ayudar **2.** suelen ser **3.** debemos hacer **4.** queremos compartir **5.** promete bendecir **6.** esperamos volver **7.** quiere bendecir **8.** desea ayudar **9.** necesita orar **10.** sentimos llegar

B. **1.** Quiero compartir una experiencia. **2.** El Espíritu Santo puede consolar a las personas. **3.** Tratamos de ser como Cristo. **4.** Él intentó orar/Él trató de orar. **5.** La vida puede ser difícil a veces. **6.** Debemos orar siempre. **7.** Necesitamos obedecer las leyes de Dios. **8.** Intentamos ser/Tratamos de ser mejores cada día. **9.** Queremos compartir un mensaje. **10.** Dios promete perdonar nuestros pecados. **11.** Esperamos recobir respuestas. **12.** Usted puede cambiar. **13.** Esperamos ver a su amigo hoy. **14.** Necesitamos renovar nuestros convenios. **15.** Podemos llegar a ser como Dios. **16.** Debemos tratar de ser/Debemos intentar ser como Él. **17.** A veces las personas no quieren escuchar a los profetas. **18.** Prometemos obedecer Sus mandamientos.

C. **1.** *Necesitar* does not use a preposition to link to an infinitive – *Necesitamos tener paciencia.* **2.** *Elegir* does not use a preposition to link to an infinitive – *Adán y Eva eligieron comer...* **3.** *Prometer* does not use a preposition to link to an infinitive – *Dios promete darnos...* **4.** *Ayudar* requires the preposition *a* to link to other verbs – *...nos ayuda a vivir mejor.* **5.** *Intentar* does not use a preposition to link to an infinitive – *¿Ha intentado dejar...* **6.** *Enseñar* requires the preposition *a* to link to other verbs – *...me enseñaron a orar.* **7.** *Empezar* links to the infinitive, not the gerund, and uses the preposition *a – ¿Cuándo empezó a leer...?* **8.** *Terminar* links to the infinitive, not the gerund, and uses the preposition *de – Cuando terminemos de leer...* **9.** When using a verb + infinitive, the first verb is conjugated, and the second is not – *¿Podemos ofrecer una oración?* **10.** *Tratar* requires the preposition *de* to link to other verbs – *Tratamos de ser mejores...*

D. **1.** Correct **2.** ...intentó matar... **3.** ...eligir hacer... **4.** Correct **5.** Logramos ser... **6.** ...promete darnos... **7.** ...enseña a los apóstoles a orar. **8.** ...terminar de leer... **9.** ...quiere ayudar... **10.** Correct **11.** Correct **12.** Tratamos de hacer... **13.** ...empezó a leer... **14.** Correct **15.** ...dejar de fumar... **16.** ...nos ayudan a entender...

E. **1.** querer + infinitive **2.** elegir + infinitive **3.** empezar + a + infinitive **4.** dejar + de + infinitive **5.** poder + infinitive **6.** esperar + infinitive **7.** intentar + infinitive **8.** ayudar + a + infinitive **9.** buscar + infinitive **10.** aprender + a + infinitive **11.** acabar + de + infinitive **12.** deber + infinitive **13.** decidir + infinitive **14.** soler + infinitive **15.** animar + a + infinitive **16.** depender + de + infinitive **17.** prometer + infinitive **18.** tratar + de + infinitive **19.** terminar + de + infinitive **20.** desear + infinitive

F. El Señor nos ha dado este mandamiento para ayudarnos a mantener nuestro cuerpo y espíritu limpios y puros.; ¿Cómo cree que la Palabra de Sabiduría nos ayuda a lograr esto?; ...tratamos de cuidarnos y de comer bien...; Me ayuda a despertarme para poder ir a trabajar.; Parecería difícil dejar de tomar café...; ...puede llegar a ser muy adictivo.; ...lo que ayuda más a la gente a obedecer la Palabra de Sabiduría es...; ¿qué es lo que le impide dejar de tomar café?; ...no sé cómo podría despertarme para poder ir a trabajar tan temprano.; Antes solía tener un trabajo que empezaba a las seis...; ...solía ducharme con agua fría y tomar un buen desayuno.; ...un buen desayuno podría ayudar... ...si te fueras a dormir más temprano.; ...para que pueda obedecer Sus mandamientos.

1. Dios quiere ayudarnos a mantener nuestro cuerpo limpio
2. ¿Cómo nos ayuda Él a lograr esto?
3. También debemos tratar de cuidarnos espiritualmente
4. Así, usted puede llegar a ser limpio
    También ayuda más a la gente a obedecer
    ¿Qué puede hacer usted para tener mas fuerza?
    Podría despertarme más temprano
5. ¿Cómo podría ayudar usted a su familia a vivir esta ley?
6. ¿Vivirá usted la Palabra de Sabiduría?

Commands

A. **1.** habla **2.** hables **3.** hablad **4.** habléis **5.** hable **6.** hable **7.** hablen **8.** hablen **9.** hablemos **10.** hablemos

B. **1.** Páseme **2.** Medite **3.** Enseñe **4.** Esfuércese **5.** Lea **6.** Obedezca **7.** Ore **8.** Utilice **9.** Escuche **10.** Escoja

C. **1.** Cante, Canten, Cantemos **2.** Ayude, Ayuden, Ayudemos **3.** Escuche, Escuchen, Escuchemos **4.** anote, anoten, anotemos **5.** Estudie, Estudien, Estudiemos **6.** Seleccione, Seleccionen, Seleccionemos **7.** lea, lean, leamos **8.** Ore, Oren, Oremos **9.** Enseñe, Enseñen, Enseñemos **10.** Pida, Pidan, Pidamos

D. **1.** The infinitive cannot be used in spoken commands – *No hable* (*hablen*, etc.) *inglés*. **2.** Pronouns are attached to the end of positive commands – *Hablémosle sobre*... **3.** The *usted* form requires the present subjunctive form – *Lea usted el versículo*. **4.** The infinitive cannot be used in spoken commands – ...*comparta* (*compartan*, etc.) sus sentimientos. **5.** Pronouns go between *no* and the verb in negative commands – *No lo lea sin orar.* **6.** Pronouns go between *no* and the verb in negative commands – *No nos diga eso*. **7.** Assuming this is an *usted* command, the form should be *desobedezca* – *No desobedezca las reglas.* **8.** The infinitive cannot be used in spoken commands – *Vaya* (*Vayan*, etc.) *a la capilla a las 10:00.*

E. **1.** ...llegue (lleguen, etc.) un poco temprano. **2.** Correct **3.** Correct **4.** Haz... **5.** Correct **6.** No lo haga... **7.** Escriba... **8.** Dígale... **9.** Preste... **10.** Correct **11.** Lea... **12.** llámenos

F. 1. El planeamiento nos lleva al exito
Planifiquen con la pregunta ¿qué enseñaré hoy?
Escriban sus planes en la agenda
Pidan ayuda a su compañero
2. Debemos atender las necesidades
Investiguen las necesidades de los investigadores
Hagan planes de cómo mejorar su acercamiento
3. Cómo incorporar nuevos métodos
Aprendan de sus compañeros y líderes
Averigüen cómo este método ha sido usado antes
Incorpórelo en su enseñanza

G. **1. DyC 45:3–5** – escuchad, ve, ve, perdona; **1 Ne. 7:12** – seámosle; **Moroni 7:33–34** – arrepentíos, venid, sed, tened; **DyC 18:10** – recordad
2. ***Note:*** The first word listed is the informal command; the second word is the formal command. **3 Nefi 13:6** – entra/entre, ora/ore; **DyC 1:37** – Escudriñad/Escudriñen; **DyC 33:8–10** – Abrid/Abran, abrid/abran, decid/digan, arrepentíos/arrepiéntanse, arrepentíos/arrepiéntanse, preparad/preparen, enderezad/enderecen; **DyC 88:63** – Allegaos/Allégense, buscadme/búsquenme, pedid/pidan, llamad/llamen; **DyC 88:119** – Organizaos/Organícense, preparad/preparen, estableced/establezcan; **Jacob 2:18** – buscad/busquen; **Juan 1:46** – ven/venga, ve/vea; **Mosíah 4:2** – ten/tenga, aplica/aplique

Por y Para

A. **1.** para **2.** para **3.** para **4.** por **5.** por **6.** para **7.** por **8.** para **9.** para **10.** por **11.** para **12.** por **13.** por **14.** por **15.** para

B. **1**. por **2**. para **3**. por **4**. por **5**. por **6**. para **7**. por **8**. por **9**. por **10** para **11**. por **12**. para **13**. por

D. **1.** *Para* must be used for a specific point in time or a deadline – *...para nuestra próxima visita?* **2.** *Para* is used to show destination – *Vamos para la iglesia...* **3.** *Para* must be used to say something is **intended for** someone – *Dios tiene un plan para nosotros.* **4.** *Por* is used when giving a fixed time period – *...estuvieron en el desierto por* **40** *años.* **5.** *Por* is used to show where a feeling, such as gratitude, originates (in this case, from **our blessings**) – *Estamos agradecidos por nuestras bendiciones.* **6.** When expressing an opinion or judgment, *para* must be used – *Usted es muy importante para Dios.* **7.** *Por* is used to show where a feeling, such as love, originates (in this case, from **us**) – *Dios tiene mucho amor por nosotros.* **8.** This sentence, as it is written, means the Book of Mormon was written **by us.** To say it was written **for us** (**intended for**), *para* must be used – *...fue escrito para nosotros.* **9.** *Por* must be used for an exchange (Christ paid the price **in exchange for** our sins) – *Cristo pagó el precio por nuestros pecados*. **10.** To express the idea of **on behalf of**, *por* must be used – *...debemos orar por nuestros enemigos.*

E. **1.** ...por nosotros. **2.** ...por nosotros **3.** ...por un momento... **4.** Para los miembros... **5.** ...por dos años. **6.** Correct **7.** Correct **8.** ...por nuestros pecados. **9.** ...tiene para nosotros? **10.** Correct **11.** ...trabajaba para una compañía telefónica. **12.** Correct **13.** ...es una guía para nosotros. **14.** Correct **15.** Correct **16.** Correct

G. **1**. por **2**. para **3**. por **4**. por **5**. para **6**. por **7**. para **8**. para **9**. para

H. **1.** Los hombres son intruidos para discernir.
Por la ley nadie puede ser justificado, porque todos hemos pecado.
Por la ley también somos caídos.
Dios envió a Jesucristo para salvarnos de este problema.

2. This scripture illustrates the purpose or intent of an action (in order to).
Vino para salvar a los hombres.
Vino para morir por nosotros.
Para sanar a los enfermos y establecer su iglesia.
Para cumplir profecías.

Gustar

A. **1.** gusta **2.** agrada **3.** gusta **4.** encanta **5.** toca **6.** faltan **7.** importamos **8.** interesa **9.** importa **10.** gustan

B. **1.** Nos gustaría empezar con una oración. **2.** A José Smith le faltaba sabiduría en ese momento. **3.** Me encanta leer las Escrituras. **4.** ¿Qué le gusta hacer? **5.** ¿A quién le toca escoger el himno? **6.** ¿A su amigo le gusta hablar de la religión? **7.** Me encanta aprender más sobre el Evangelio. **8.** Me duelen las piernas de tanto caminar. **9.** Me gusta mucho esta Escritura/Me encanta esta Escritura. **10.** Me encanta ver el templo. **11.** ¿Le importa si empezamos a las 5:30? **12.** ¿A su vecino le interesaría hablar con nosotros?

C. **1.** The infinitive, not the present participle, is used with *gustar – Me gusta leer...* **2.** The indirect object always needs an *a* in front of it – *¿A su primo le gusta...?* **3.** *Tocar*, is a verb, not a noun, so it cannot be possessed. The correct way to ask this question is *¿Me toca a mí?* **4.** *Faltar* is conjugated according to the subject (*tres minutos*), and the indirect object refers to the person that lacks the subject – *Nos faltan tres minutos...* **5.** Gustar agrees with the subject (in this case the verb *hablar*), not the indirect object (*nos*) – *Nos gusta hablar...* **6.** The indirect object always needs an *a* in front of it – *¿A quién le toca?* **7.** *Gustar* is conjugated according to the subject (*esta comida*), and the indirect object refers to the person that likes something – *Me gusta esta comida.* **8.** Gustar agrees with the subject (in this case *los himnos*) – *Me gustan los himnos...*

D. **1.** Cuando nos falta la fuerza... **2.** Nos encanta compartir... **3.** ¿Qué le gusta hacer...? **4.** A mi familia le gusta... **5.** Me gusta conocer... **6.** Correct **7.** Correct **8.** ¿Nos toca a nosotros? **9.** No nos importa... **10.** Correct **11.** Me gusta leer... **12.** A José Smith le faltaba sabiduría... **13.** Al hermano García le gusta... **14.** Correct

E. ¿Le gusta aprender de Dios?
¿Le gusta pasar tiempo con su familia?
¿Le gusta su trabajo?
¿Qué clases le gustan más en la escuela?

G. Después de la misión me gustaría volver a estudiar.; Sí, me gusta mucho.; Él está compartiendo este mismo mensaje que nos gustaría compartir con ustedes.

H. ...porque les gusta orar de pie en las sinagogas y en las esquinas de las calles...

Review: Expressing Desire, Need, Preference, etc.

A. Dios quiere que **seamos** felices. Para recibir las bendiciones que Dios tiene **para** nosotros, tenemos **que** ser obedientes a los mandamientos. Si intentamos **(removed)** obedecer en todo momento, vamos **a** estar más cerca de Dios y vamos a ser más felices. Obedecer significa que hacemos cosas buenas, pero también significa que dejamos **de hacer** las cosas que nos alejen de Dios. Si usted quiere tener más felicidad en su vida, **ore** a Dios y **pídale** más fuerza para que pueda ser obediente. También debe **hacer** el esfuerzo necesario y **tener** fe en que Dios lo ayudará.

B. Si queremos que Dios **contesta** nuestras oraciones sobre el Libro de Mormón, **necesitamos a hacer** algunas cosas. Primero, necesitamos **leemos** el Libro. Luego debemos meditar sobre lo que hemos leído. Después, necesitamos orar con un corazón sincero y verdadera intención; **tenemos** demostrar a Dios que realmente queremos que nos **dice** la verdad. Si hacemos estas cosas, Dios **va responder** a nuestra oración. Esta promesa es por todos y sé que usted puede recibir las respuestas que busca.

C. **1.** Comparta/Compartan su experiencia... (Commands) **2.** Me gustan... (*Gustar*) **3.** Trato de ser mejor... (Verb + Infinitive) **4.** Tenemos que obedecer... (Common Expressions) **5.** ¿A quién le toca...? (*Gustar*) **6.** ...son para nuestro bien. (*Por y Para*) **7.** ¿Le gusta aprender...? (*Gustar*) **8.** Voy a intentar explicar... (Common Expressions) **9.** Si tiene preguntas, llámenos. (Commands) **10.** A mi compañero le gusta... (*Gustar*) **11.** El arrepentimiento me ayuda a estar... (Verb + Infinitive) **12.** José estaba esperando recibir... (Verb + Infinitive) **13.** ...antes de empezar a leer... (Verb + Infinitive) **14.** Si deja de fumar... (Verb + Infinitive) **15.** Dios promete bendecirnos... (Verb + Infinitive) **16.** Estamos aquí para aprender... (*Por y Para*) **17.** Vamos a hablar... (Common Expressions) **18.** Necesito orar... (Verb + Infinitive) **19.** ...nos enseña a tener fe. (Verb + Infinitive) **20.** Necesitamos ayudar... (Verb + Infinitive) **21.** Vamos a terminar de leer... (Verb + Infinitive) **22.** ...elegir hacer el bien. (Verb + Infinitive) **23.** No lo haga... (Commands) **24.** Por favor, díganos... (Commands) **25.** ...mucho amor por nosotros. (*Por y Para*) **26.** Si queremos que Dios nos conteste... (Present Subjunctive: Noun Clauses) **27.** Puede decir... (Verb + Infinitive) **28.** No nos importa si tiene... (*Gustar*) **29.** ...para entender mejor. (*Por y Para*) **30.** Nos faltan tres versículos... (*Gustar*) **31.** Dios quiere que confiemos... (Present Subjunctive: Noun Clauses) **32.** Léalo usted... (Commands)

D. **1.** Lea dos capítulos esta noche. **2.** Me encanta ver el templo. **3.** Vamos a hablar del arrepentimiento. **4.** Quiero compartir mi testimonio. **5.** Necesitamos orar para recibir una respuesta. **6.** Tengo una pregunta para usted. **7.** Dios tiene bendiciones para ustedes. **8.** Me gusta mucho este capítulo. **9.** Dios quiere que reciba bendiciones. **10.** Me gusta leer estos capítulos. **11.** Piense por un momento en el amor que Dios tiene por usted. **12.** Dios quiere bendecir a Sus hijos.. **13.** Aprendemos a tener fe por medio de las Escrituras. **14.** Las Escrituras nos ayudan a obedecer los mandamientos. **15.** Estudien estos versículos para nuestra próxima visita. **16.** Queremos que lean estos capítulos. **17.** Debemos estar agradecidos por nuestras bendiciones. **18.** Voy a ofrecer la oración. **19.** Tenemos que obedecer. **20.** El plan de Dios es para todos.

E. ***Tener + que*:** ...tenemos que leer el Libro de Mormón...; ***Ir + a* + Infinitive:** ...creemos que vamos a recibir una respuesta...; ***Gustar*:** ¿le gustaría leerlo, por favor? **Verb + Infinitive:** ...se preguntarán cómo pueden saber...; ...Moroni dice que podemos saber que...; ...quisiera exhortaros...; ...debemos hacerlo con un corazón sincero...; ...de verdad queremos saber...; ...ustedes podrán saber y sentir que esto...; ...vamos a actuar de acuerdo a la respuesta...

F. **1. *Por y Para*:** ...él te dirigirá para bien...; ...fue preparada para mostrar a nuestros padres...; ...si tenían fe para creer...; ...se obró para ellos este milagro...; **Verb + Infinitive:** ...que interpretado quiere decir brújula...; ...ningún hombre puede trabajar...; ...creer que Dios podía hacer...; ...el camino que debían seguir...

G. **1.** Tenemos que obedecer a Dios y servirle. Tenemos que leer las Escrituras y orar para que tengamos bendiciones de Dios. Además, debemos amar a nuestro projimo. Si hacemos estas cosas, vamos a poder volver a Dios.

Viva los mandamientos y asista a la iglesia este domingo
Lea sus Escrituras personalmente y como familia.
Sirva a su prójimo.

Present: Regular

A.

enseñar		caminar		practicar		contestar		amar	
enseño	enseñamos	camino	caminamos	practico	practicamos	contesto	contestamos	amo	amamos
enseñas	enseñáis	caminas	camináis	practicas	practicáis	contestas	contestáis	amas	amáis
enseña	enseñan	camina	caminan	practica	practican	contesta	contestan	ama	aman

estudiar		trabajar		escuchar		ayudar		hablar	
estudio	estudiamos	trabajo	trabajamos	escucho	escuchamos	ayudo	ayudamos	hablo	hablamos
estudias	estudiáis	trabajas	trabajáis	escuchas	escucháis	ayudas	ayudáis	hablas	habláis
estudia	estudian	trabaja	trabajan	escucha	escuchan	ayuda	ayudan	habla	hablan

B. **1.** Hablo **2.** Practicáis **3.** Ayudáis **4.** (Él) practica **5.** (Usted) escucha **6.** Contesto **7.** Camino **8.** (Ella) escucha **9.** (Ellos) enseñan **10.** (Ella) trabaja **11.** Los élderes aman **12.** (Ellos) ayudan **13.** Caminamos **14.** Dios ama **15.** Hablamos **16.** Estudias **17.** (Él) trabaja **18.** (Usted) estudia

C. **1.** enseñan **2.** amáis **3.** testificamos **4.** amo **5.** enseña **6.** actúan **7.** cantas **8.** ama **9.** aprecio **10.** estudiamos **11.** trabaja **12.** restaura

D.

aprender		comer		prometer		beber		leer	
aprendo	aprendemos	como	comemos	prometo	prometemos	bebo	bebemos	leo	leemos
aprendes	aprendéis	comes	coméis	prometes	prometéis	bebes	bebéis	lees	leéis
aprende	aprenden	come	comen	promete	prometen	bebe	beben	lee	leen

creer		vender		romper		correr		comprender	
creo	creemos	vendo	vendemos	rompo	rompemos	corro	corremos	comprendo	comprendemos
crees	creéis	vendes	vendéis	rompes	rompéis	corres	corréis	comprendes	comprendéis
cree	creen	vende	venden	rompe	rompen	corre	corren	comprende	comprenden

E. **1.** Creo **2.** Comes **3.** Rompes **4.** (Él) aprende **5.** (Usted) lee **6.** Aprendo **7.** Vendo **8.** (Ella) bebe **9.** (Ellos) prometen **10.** (Ella) comprende **11.** Los élderes leen **12.** (Ustedes) comen **13.** Rompemos **14.** (Ellos) beben **15.** Prometemos **16.** Vendes **17.** (Él) corre **18.** (Usted) cree

F. **1.** vendo **2.** creéis **3.** aprendo **4.** creemos **5.** aprendes **6.** corre **7.** leen **8.** leemos **9.** prometen **10.** aprende **11.** rompéis **12.** comes

G.

escribir		existir		abrir		asistir		recibir	
escribo	escribimos	existo	existimos	abro	abrimos	asisto	asistimos	recibo	recibimos
escribes	escribís	existes	existís	abres	abrís	asistes	asistís	recibes	recibís
escribe	escriben	existe	existen	abre	abren	asiste	asisten	recibe	reciben

decidir		sufrir		cumplir		vivir		ocurrir	
decido	decidimos	sufro	sufrimos	cumplo	cumplimos	vivo	vivimos	ocurro	ocurrimos
decides	decidís	sufres	sufrís	cumples	cumplís	vives	vivís	ocurres	ocurrís
decide	deciden	sufre	sufren	cumple	cumplen	vive	viven	ocurre	ocurren

H. **1.** Existimos **2.** Decidís **3.** Existes **4.** (Él) recibe **5.** (Usted) sufre **6.** Abro **7.** Sufro **8.** Abrimos **9.** (Ellos) viven **10.** Ocurre **11.** Los élderes escriben **12.** (Ellos) cumplen **13.** Recibo **14.** (Él) asiste **15.** Asistimos **16.** Escribes **17.** Cumplimos **18.** (Usted) vive

I. **1.** reciben **2.** asiste **3.** vivimos **4.** decides **5.** escribo **6.** vivo **7.** sufrís **8.** reciben **9.** asistimos **10.** decide **11.** comparten escriben

J. **1.** reconocemos **2.** dependemos **3.** aceptamos **4.** aplicamos **5.** significa **6.** confiamos **7.** Creemos **8.** creemos **9.** desea **10.** impulsa **11.** lleva **12.** centra

Translation

Faith in Jesus Christ

We recognize that we can return to live with our Heavenly Father if we depend on the grace and mercy of His Son. When we have faith in Christ, we accept and apply His atonement and teachings. This means that we trust in Him. We believe in Christ and we believe that He desires our salvation. Faith impulses people to act. Faith leads to forgiveness of sins and is centered on Jesus Christ.

K. **1.** *aprender* is an *-er* verb – *Usted aprende...* **2.** Verbs must be conjugated according to the subject – *Dios ama a todos...* **3.** *La gente* is a singular subject – *La gente asiste...* **4.** *Mi familia* is a singular subject – *Mi familia vive...* **5.** *Las misioneras* is a third-person plural – *Las misioneras estudian...* **6.** *enseñar* is an *-ar* verb – *Los profetas enseñan...* **7.** Verbs must be conjugated according to the subject – *Yo leo las Escrituras.* **8.** *Investigadores* is a third-person plural – *Los investigadores creen...*

L. **1.** ...que Dios existe **2.** Correct **3.** ...cuando nosotros sufrimos. **4.** ...Enseñamos y predicamos... **5.** Correct **6.** Correct **7.** ...oro... **8.** ...Ellos practican y estudian.

M. **1.** Usted ama a Dios. **2.** Debemos obedecer. **3.** Los misioneros dependen del Señor. **4.** Testifico que tenemos un profeta. **5.** Ustedes escriben preguntas sobre el Libro de Mormón. **6.** Decidimos servir al Señor. **7.** Comparto mi testimonio con todos. **8.** Muchas personas viven sin el Evangelio. **9.** ¿Cree en Dios? **10.** Enseño el Evangelio por el Espíritu. **11.** Ayudamos a nuestros compañeros. **12.** Ustedes hablan español con la ayuda del Señor. **13.** Apreciáis al Salvador. **14.** Ellos reciben muchas bendiciones. **15.** Oramos en el nombre de Jesucristo. **16.** Dios responde cuando oramos.

N. predica (Alma), bautiza (Alma), creen (los que), aprendemos (nosotros), nos bautizamos (nosotros), leemos (nosotros), debemos (nosotros), debemos (nosotros), explica (esta Escritura), cumplimos (nosotros), cree (usted), significa (el llevar las cargas...), creo (yo), significa (el llevar las cargas...), debemos (nosotros), cree (usted), desea (Él)

P. **1.**

aprender		**explicar**		**leer**		**significar**		**compartir**	
aprendo	aprendemos	explico	explicamos	leo	leemos	significo	significamos	comparto	compartimos
aprendes	aprendéis	explicas	explicáis	lees	leéis	significas	significáis	compartes	compartís
aprende	aprenden	explica	explican	lee	leen	significa	significan	comparte	comparten

Q. **1.** hablamos, predicamos, profetizamos, escribimos

Present Stem and Spelling Changes

A.

O → UE

poder		**resolver**		**dormir**		**demostrar**	
puedo	podemos	resuelvo	resolvemos	duermo	dormimos	demuestro	demostramos
puedes	podéis	resuelves	resolvéis	duermes	dormís	demuestras	demostráis
puede	pueden	resuelve	resuelven	duerme	duermen	demuestra	demuestran

recordar		**volver**		**mostrar**		**costar**	
recuerdo	recordamos	vuelvo	volvemos	muestro	mostramos	cuesto	costamos
recuerdas	recordáis	vuelves	volvéis	muestras	mostráis	cuestas	costáis
recuerda	recuerdan	vuelve	vuelven	muestra	muestran	cuesta	cuestan

I → IE

perder		**querer**		**pensar**		**preferir**	
pierdo	perdemos	quiero	queremos	pienso	pensamos	prefiero	preferimos
pierdes	pierde	quieres	queréis	piensas	pensáis	prefieres	preferís
pierde	pierden	quiere	quieren	piensa	piensan	prefiere	prefieren

recomendar		**empezar**		**sentir**		**manifestar**	
recomiendo	recomendamos	empiezo	empezamos	siento	sentimos	manifiesto	manifestamos
recomiendas	recomendáis	empiezas	empezáis	sientes	sentís	manifiestas	manifestáis
recomienda	recomiendan	empieza	empiezan	siente	sienten	manifiesta	manifiestan

E → I

elegir		**impedir**		**pedir**		**seguir**	
elijo	elegimos	impido	impedimos	pido	pedimos	sigo	seguimos
eliges	elegís	impides	impedís	pides	pedís	sigues	seguís
elige	eligen	impide	impiden	pide	piden	sigue	siguen

conseguir		servir		corregir		repetir	
consigo	conseguimos	sirvo	servimos	corrijo	corregimos	repito	repetimos
consigues	conseguís	sirves	servís	corriges	corregís	repites	repetís
consigue	consiguen	sirve	sirven	corrige	corrigen	repite	repiten

Yo Form Spelling Changes

dirigir		seguir		vencer		corregir	
dirijo	dirigimos	sigo	seguimos	venzo	vencemos	corrijo	corregimos
diriges	dirigís	sigues	seguís	vences	vencéis	corriges	corregís
dirige	dirigen	sigue	siguen	vence	vencen	corrige	corrigen

Boot Spelling Changes

influir		incluir		confiar		efectuar	
influyo	influimos	incluyo	incluimos	confío	confiamos	efectúo	efectuamos
influyes	influís	incluyes	incluís	confías	confiáis	efectúas	efectuáis
influye	influyen	incluye	incluyen	confía	confían	efectúa	efectúan

B. **1.** Podemos **2.** María y José pueden **3.** Juan recuerda **4.** (Ustedes) pueden **5.** Vuelves **6.** Mostramos/Demostramos **7.** (Ella) vuelve **8.** Dormís **9.** Volvéis **10.** Cerramos **11.** (Ustedes) sienten **12.** Satanás miente **13.** (Usted) entiende **14.** (Usted) construye **15.** (Ellos) pierden **16.** Quiero **17.** Sentimos **18.** (Ustedes) prefieren **19.** El misionero sirve **20.** Usted y yo servimos **21.** (Él) corrige **22.** Pido **23.** (Ellas) piden **24.** Impide **25.** Seguimos **26.** (Él) protege **27.** (Usted) elige **28.** El obispo dirige **29.** Ellos corrigen **30.** Corrijo **31.** Sigue **32.** Sigo **33.** Vence **34.** Vencemos **35.** Venzo **36.** Dirijo **37.** El Espíritu influye **38.** Incluimos **39.** Influyo **40.** Confiamos **41.** (Ellos) influyen **42.** Efecutamos ordenanzas **43.** (Ellos) efectúan ordenanzas **44.** (Él) confía **45.** (Ellos) incluyen

C. **1.** vuelvo **2.** Puede **3.** pueden **4.** resolvéis **5.** defienden **6.** extiende **7.** sentimos **8.** prefieren **9.** quiero **10.** recomienda **11.** pierde **12.** cuenta **13.** empieza **14.** quieren **15.** viste **16.** sirvo **17.** corrigen **18.** seguimos **19.** servimos **20.** entiende **21.** impide **22.** persiguen **23.** dirijo **24.** convenzo **25.** vence **26.** elijo **27.** concluyo **28.** influye **29.** envía **30.** sigo **31.** convencen **32.** guían **33.** excluye **34.** incluye

D. **1.** No entendemos. **2.** Los siervos de Dios no mienten. **3.** Servimos al Señor cuando servimos a otros. **4.** Él puede enseñar por el Espíritu. **5.** La familia González sigue al profeta. **6.** Dormimos desde las 10:30 hasta las 6:30. **7.** Prefieren estudiar las Escrituras. **8.** Recomiendo 2 Nephi 2. **9.** Dios dirige la Iglesia por medio del profeta. **10.** Quiero ayudar a mi compañero. **11.** Cuando servimos a otros, recibimos bendiciones. **12.** ¿Puedo compartir mi testimonio? **13.** Cuando morimos, volvemos a Dios. **14.** La Iglesia construye templos.

F. **1.** *Encontrar* is a stem-changer from *o* to *ue* – *Encuentro la verdad...* **2.** Boot verbs (such as *recordar*) do not stem change in the *nosotros* form – *No recordamos nuestra vida...* **3.** *Empezar* is a stem-changer from *e* to *ie* – *¿Cuándo empieza...?* **4.** Boot verbs (such as *pedir*) do not stem change in the *nosotros* form – *Pedimos bendiciones...* **5.** *Tentar* is a stem-changer from *e* to *ie* – *Satanás nos tienta.* **6.** *Rogar* is a stem-changer from *o* to *ue* – *...Enós ruega a Dios.* **7.** *Influir* has a spelling change that inserts a *y* in the boot forms – *El Espíritu influye...* **8.** *Enviar* has an accent on the *i* in the boot forms – *Dios envía profetas.*

G. **1.** ...Zeezrom tiemba. **2.** Correct **3.** Esto demuestra... **4.** Los misioneros sirven... **5.** Correct **6.** ...cuando elegimos el bien. **7.** Correct **8.** Ejerzo mi fe... **9.** ¿Qué piensan...? **10.** Correct **11.** Correct **12.** Elijo hacer... **13.** Correct **14.** Servimos al Señor. **15.** Correct **16.** El presidente dirige...

H. **1.**

querer		negar		poder	
quiero	queremos	niego	negamos	puedo	podemos
quieres	queréis	niegas	negáis	puedes	podéis
quiere	quieren	niega	niegan	puede	pueden

2. me acuerdo, gobierno, manifiesto
3. Mosíah 2:38 – se arrepiente, muere, despiertan, asciende **Alma 11:37** – vuelvo, puede, puedo, puede, podéis, podéis

Verb Comparisons

A. **1.** tocar **2.** conoce **3.** pedir **4.** dejar **5.** dejamos **6.** jugar **7.** saben **8.** conozco **9.** preguntó **10.** salir

B. **1**. In this sentence, **ask** is used in the sense **to ask for something**, so *pedir* must be used – *Si pedimos bendiciones...* **2**. In this sentence, **know** is used in the sense **to know a fact**, so *saber* must be used – *¿Sabe que Dios...* **3**. In this sentence, **know** is used in the sense **to know someone**, so *conocer* must be used – *Dios conoce a Sus hijos.* **4**. In this sentence, **know** is used in the sense **to know someone**, so *conocer* must be used – *¿Conoce al hermano...?* **5**. In this sentence, **leave** is used in the sense **to leave a place**, so *salir* must be used – *...antes de salir de nuestro apartamento.* **6**. In this sentence, **ask** is used in the sense **to ask for something**, so *pedir* must be used – *Enós pidió perdón...* **7**. In this sentence, **ask** is used in the sense **to ask a question**, so *preguntar* must be used – *Puede preguntar a Dios...* **8**. In this sentence, **leave** is used in the sense **to leave something behind**, so *dejar* must be used – *Vamos a dejar un libro...* **9**. In this sentence, **play** is used in the sense **to play an instrument**, so *tocar* must be used – *Para aprender a tocar el piano...* **10**. In this sentence, play is used in the sense **to play a game or sport**, so *jugar* must be used – *Decidí no jugar fútbol...*

C. **1.** Decidí preguntar a Dios... **2.** Correct **3** Correct **4.** Correct **5.** Correct **6.** Correct **7.** ¿Conoce nuestra Iglesia? **8.** Correct **9.** Preguntamos en oración... **10.** Vamos a salir de nuestro... **11.** Correct **12.** Correct **13.** Correct **14.** Correct **15.** Correct **16.** ¿Sabe cuándo empiezan...?

Adverbs

A. **1.** literalmente **2.** plenamente **3.** eternamente **4.** espiritualmente **5.** solamente **6.** completamente **7.** físicamente **8.** abundantemente **9.** únicamente **10.** diariamente

B. **1.** honestamente **2.** constantemente **3.** individualmente **4.** voluntariamente **5.** diariamente **6.** mutuamente **7.** semanalmente **8.** eternamente **9.** plenamente **10.** realmente **11.** abundantemente **12.** finalmente

C. **1.** Me gusta mucho enseñar. **2.** Participamos semanalmente de la Santa Cena. **3.** Conozco bien a mi compañero. **4.** Oro diariamente para tener el Espíritu. **5.** Quiero mucho aprender más sobre la Expiación. **6.** ¿Cómo puede vivir diariamente el Evangelio? **7.** Quiero resumir brevemente este principio. **8.** Debemos asistir regularmente al templo. **9.** Dios nos bendice tanto temporal como espiritualmente. **10.** Debemos vivir fielmente los mandamientos para recibir el perdón.

D. **1.** *Realamente* is not a real adverb – *Realmente creemos en Dios....* **2.** *Espiritualamente* is not a real adverb – *...nos fortalece espiritualmente.* **3.** *Brevamente* is not a real adverb – *...compartir nuestro discurso brevemente* **4.** *Actualmente* means **at the present time**, not **actually**. To say **actually**, use *en realidad* or *de hecho* – *De hecho, somos misioneros...* **5.** Unless there is a change in subject after *antes* (in which case *que* + the subjunctive is used), the formula is *antes + de + infinitive* – *...antes de empezar la lección.* **6.** *Mejor* cannot be used with *gustar* to say a person likes something **better**. *Más* must be used – *Me gusta enseñar con miembros más que enseñar solos.* **7.** *Cerca* requires *de* after it to link to a noun – *...vive cerca de la capilla.* **8.** *Mucho* should go right after *gusta* – *Me gusta mucho el Libro de Mormón.* **9.** *Firmamente* is not a real adverb – *...cree firmemente...* **10.** *En frente* requires *de* after it to link to a noun – *La tienda está en frente de la capilla.*

E. **1.** Correct **2.** Correct **3.** ...constantemente **4.** En realidad, somos... **5.** Realmente... **6.** Nos gusta mucho esta historia. **7.** ...inmediatamente después... **8.** ...cerca de la capilla. **9.** Después de enseñar... **10.** ...fielmente **11.** ...espiritual y temporalmente. **12.** Conozco bien al hermano...

F. **Alma 9:24** – expresamente, firmemente, enteramente; **DyC 88:78** – diligentemente, perfectamente; **DyC 90:24** – diligentemente, juntamente; **DyC 97:1** – verdaderamente, diligentemente; **DyC 119:4** – anualmente, perpetuamente; **Moisés 3:5** – espiritualmente, físicamente; **Enós 1:3** – frecuentemente, profundamente.

I. nuevamente, solamente, realmente, espiritualmente, eternamente, solamente

Cuando nos bautizamos nacemos nuevamente, pero como un hijo de Dios.
Este convenio nos acerca al Padre espiritualmente si nos mantenemos dignos del Espíritu.
Y al vivir el Evangelio diariamente nos acercamos cada vez más a Su presencia.

Future

A. **1.** ayudará **2.** Leerá **3.** recibirá **4.** abrirá **5.** cumpliré **6.** serviré

B.

recibir		ser		haber		poder		valer	
recibiré	recibiremos	seré	seremos	habré	habremos	podré	podremos	valdré	valdremos
recibirás	recibiréis	serás	seréis	habrás	habréis	podrás	podréis	valdrás	valdréis
recibirá	recibirán	será	serán	habrá	habrán	podrá	podrán	valdrá	valdrán

salir		tener		decir		bendecir		hacer	
saldré	saldremos	tendré	tendremos	diré	diremos	bendeciré	bedeciremos	haré	haremos
saldrás	saldréis	tendrás	tendréis	dirás	diréis	bendecirás	bendeciréis	harás	haréis
saldrá	saldrán	tendrá	tendrán	dirá	dirán	bendecirá	bendecirán	hará	harán

C. **1.** ¿Leerá la Introducción? **2.** (Ellos) irán a la Escuela Dominical después de esta reunión. **3.** ¿Se bautizará (*or* será bautizado) el próximo domingo? **4.** Oraremos después de la lección. **5.** ¿Invitarán a un investigador la próxima semana? **6**. Usted entenderá el Libro de Mormón. **7.** ¿Vivirá la Palabra de Sabiduría? **8.** Mañana tendremos el día de preparación. **9.** Hoy hablaremos sobre el plan de salvación. **10.** ¿Pagará sus diezmos? **11.** ¿Se prepararán como familia para asistir al templo y ser sellados? **12.** ¿Seguirá este plan para vencer la adicción?

D. **1.** *Saber* is irregular in the future. The correct form is *sabrá – Si ora, sabrá que...* **2.** The future can never be the main verb of the **if** part of an **if-then**. The correct form would be *nos preparamos – Si nos preparamos, tendremos el Espíritu.* **3.** *Querer* is irregular in the future. The correct form is *querrá – Creo que querrá leer...* **4.** *Salir* is irregular in the future. The correct form is *saldré – Mañana saldré para otra área.* **5.** The future can never be the main verb of the **if** part of an **if-then**. The correct form would be *pregunta – Si usted pregunta, recibirá...* **6.** *Hacer* is irregular in the future. The correct form is *hará – ¿Qué hará...?* **7.** The future can never be the main verb of the **if** part of an **if-then**. The correct form would be *se arrepiente – Si se arrepiente, Dios perdonára...* **8.** The future can never be the main verb of the **if** part of an **if-then**. The correct form would be *tienen – Si tienen fe...* **9.** *Venir* is irregular in the future. The correct form is *vendrá – ¿Cuándo vendrá el obispo?* **10.** *Haber* is irregular in the future. The correct form is *habrá – Quizás no habrá tiempo...*

E. **1.** ...nos visitará... **2.** ¿Vendrá con nosotros...? **3.** ¿Usted invitará a su amigo...? **4.** Correct **5.** ¿Cuándo podrá...? **6.** Si usted ora... **7.** Correct **8.** Si usted se bautiza... **9.** Correct **10.** Si usted sirve...

G. seremos; recordaremos; recibiremos; seremos; llegarán; vivirán

H. **1. 39:12 –** acontecerá, descansará, tendrás, estaré, iré; **49:26–7 –** recibiréis, abrirá, iré, seré, estaré, seréis; 84:88 – estaré, iré, estará

I. seremos; recibirán**;** seremos; iremos; serán**;** podremos; vivirán; vivirán; irán

Personal A

A. **1.** a **2.** al **3.** a **4.** x **5.** x **6.** x **7.** a **8.** x **9.** a **10.** x **11.** x **12.** a **13.** x **14.** x **15.** a

B. **1**. Invitamos a sus vecinos a la iglesia. **2**. Dios prepara a sus hijos. **3**. Tengo una familia maravillosa. **4**. Encontré una respuesta. **5**. Leemos las palabras de los profetas. **6**. Necesitamos a Jesucristo. **7**. La oración fortalece mi testimonio. **8**. Esperamos respuestas. **9**. Ellos ven las bendiciones. **10**. Ustedes recuerdan sus convenios. **11**. Tú aceptas el convenio. **12**. El Espíritu Santo consuela a las personas.

C. **1.** *Su Hijo* is a specified person, so the personal ***a*** is required – *Dios envió a Su Hijo...* **2.** *El Evangelio* is not a person, so the personal ***a*** is not used – *Amo el Evangelio.* **3.** The personal ***a*** is not normally used after *tener – Tengo una familia...* **4.** *A + el* forms the contraction *al – ...necesita conocer al obispo.* **5.** *Esta ciudad* is not a person, so the personal ***a*** is not used – *Conozco bastante bien esta ciudad.* **6.** *Los líderes* are specified people, so the personal ***a*** is required – *Dios guía a los líderes...* **7.** *Su amigo* is a specified person, so the personal ***a*** is required – *Vimos a su amigo...* **8.** Moroni is a specified person, so the personal ***a*** is required – *José Smith vio a Moroni.* **9.** *Su pregunta* is not a person, so the personal ***a*** is not used – *No entiendo su pregunta.* **10.** *La capilla* is not a person, so the personal ***a*** is not used – *Vamos a visitar la capilla...*

D. **1.** ...buscar a un miembro... **2.** Correct **3.** Correct **4.** ...proteger a sus hijos. **5.** ¿Invitará a su amigo...? **6.** ...escuchar la Conferencia... **7.** ¿Conoce nuestra Iglesia? **8.** Correct **9.** Tenemos una familia... **10.** ...seguir al profeta. **11.** Correct **12.** Amo a la gente... **13.** ...conocer bien a los miembros. **14.** ...crucificó a Jesucristo. **15.** Correct **16.** ...salva a las personas.

F. Dios mandó a Su Hijo Jesucristo a la tierra para organizar Su Iglesia y para expiar los pecados del mundo.; Me recuerda que debemos ayudar a los necesitados.; Y cuando servimos a otros con amor, también servimos a Dios.; Juan, ¿por qué cree que es importante que Jesucristo mismo haya llamado a Sus apóstoles?; Bueno, este versículo dice que sólo Jesucristo puede escoger a Sus apóstoles.; Jesucristo mismo escogió a Sus apóstoles y les dio la autoridad del sacerdocio para que pudieran dirigir Su Iglesia, enseñar Su Evangelio y servir a la gente.; Yo sé que Dios mandó a Su Hijo a la tierra para organizar Su Iglesia y para expiar nuestros pecados.

G. **1.**

Personal *a*	**Other use of *a***
Y él mismo constituyó a unos, apóstoles; a otros, profetas; a otros, evangelistas; a otros, pastores y maestros...	a fin de perfeccionar...
	...lleguemos a la unidad...
	...a un varón perfecto...
...perfeccionar a los santos para la obra del ministerio,	...a la medida de la estatura...

Direct Object Pronouns

A. **1.** la **2.** la **3.** las **4.** lo **5.** las **6.** lo **7.** los **8.** lo **9.** las **10.** nos **11.** lo **12.** la **13.** me **14.** la

B. **1.** Lo ayudamos. **2.** Nos limpia. **3.** Nos conoce **4.** Lo vemos **5.** Lo vi. **6.** Podemos recibirlas *or* Las podemos recibir. **7.** La dijo. **8.** Podemos hacerlo *or* Lo podemos hacer. **9.** Los construimos. **10.** Los tenemos. **11.** ¡Lo haré! **12.** Los comparten. **13.** Dios la bendice. **14.** Me aman. **15.** La recibimos **16.** La comparten. **17.** Los superamos/vencemos. **18.** Lo invita.

D. **1.** Direct object pronouns must come before conjugated verbs – *Cuando lo leo...* **2.** *Él* cannot be used as a direct object pronoun The direct object in this sentence is an idea (*queremos volver con Dios*), so it must be replaced by *lo.* It also must be attached to the infinitive – *Para lograrlo...* **3.** *Las Escrituras* must be replaced by the direct object pronoun *las*. It must also be attached to the infinitive – *...debemos leerlas...* **4.** *Las ordenanzas* as a direct object must be replaced by *las*. It also must be attached to the infinitive – *...para efectuarlas*. **5.** *Él* cannot be used as a direct object pronoun. The direct object in this sentence is *el templo*, so it must be replaced by *lo* – *Lo visitaremos este viernes*. **6.** A sentence cannot use a prepositional pronoun (like *ustedes*) as a direct object unless it also uses a direct object pronoun. There are two possibilities for this sentence: *Dios los ama mucho* or *Dios los ama mucho a ustedes.* Either way, the *los* must be present. **7.** *Verdad* is a feminine noun and must be replaced by *la* – *la revela por medio de…* **8.** Direct object pronouns must come before conjugated verbs – *los llama.* **9.** Direct object pronouns must come before conjugated verbs – *...lo hacemos...* **10.** *Las familias* as a direct object must be replaced by *las.* Since *ayuda* is a conjugated verb, it must go before *ayuda* – *…y las ayuda a ser fuertes.*

E. **1.** Correct **2.** ¿La vio? **3.** Dios los llama... **4.** Dios nos ayuda a seguir... **5.** ...y la amo mucho. **6.** Lo sé con todo mi corazón. **7.** ¿Lo conocen? **8.** Correct **9.** Correct **10.** Dios me bendice mucho. **11.** ¿...y lo invitó...? **12.** ...cuando lo leo. **13.** Correct **14.** Correct **15.** Correct **16.** Correct

F. Si quiere compartir un pasaje de las Escrituras, primero preséntelo describiendo el contexto del pasaje y los antecedentes históricos. Luego léalo con el investigador, ayudándolo a entender las palabras difíciles. Finalmente aplíquelo indicándole por qué los principios sin importantes para nosotros en estos tiempos. De esta manera, los investigadores podrán recibir un testimonio de la veracidad de las Escrituras.

H. **1.** Direct objects – mis mandamientos, la vida eterna.
2. Topic – **el arbol**

Verse 37 Nutrámoslo	**Verse 38** nutrirlo	lo arrancaréis
lo cultiváis	lo abrase	lo echaréis

3.

Scripture	Pronouns (verb)	What Pronouns Refer to	Scripture	Pronouns (verb)	What Pronouns Refer to
1 Ne. 17:36	la (posean)	la tierra	2 Ne. 33:1–2	lo (lleva)	What the man speaks (idea)
DyC 130:1–2	lo (veremos)	el Salvador		las (consideran)	muchas cosas
	la (acompañará)	la sociabilidad	Marcos 12:1–9	la (cercó)	una viña
DyC 123:12	la (hallar)	la verdad		la (arrendó)	una viña
DyC 131:1–3	lo (hace)	entrar en este orden… (idea)		le (tomando)	un siervo
	lo (alcanzar)	el reino más alto		le (golpearon)	un siervo
Alma 5:45–46	las (hace saber)	estas cosas		le (apedreando)	otro siervo

Answers

	las (ha manifes-tado)	estas cosas		le (hirieron)	otro siervo
1 Ne. 19:7–9	las (tienen)	las cosas		le (enviaron)	otro siervo
	las (huellan)	las cosas		lo (envió)	un hijo suyo
	lo (huellan)	Dios de Israel		le (matemos)	el heredero (un hijo suyo)
	lo (estiman)	Dios de Israel		le (tomando)	el heredero (un hijo suyo)
	lo (juzgará)	Dios de Israel		le (mataron)	un hijo suyo
	lo (azotan)	Dios de Israel		le (echaron)	un hijo suyo
	lo (soporta)	lo azotan (idea)	Amós 8:12	la (hallarán)	palabra de Jehová
	lo (hieren)	Dios de Israel	Jeremías 1:5	te (formase)	Tú
	lo (soporta)	lo hieren (idea)		te (conocí)	Tú
	lo (soporta)	escupen sobre él (idea)		te (santifiqué)	Tú
				te (di)	tú

Indirect Object Pronouns

A. **1.** le (Adán) **2.** nos **3.** nos **4.** le (José Smith) **5.** me **6** les **7.** Me **8.** Le **9.** nos **10.** nos **11.** me **12.** nos

B. **1.** Dios nos ha proporcionado un plan. **2.** El Espíritu les enseñará qué hacer. **3** La Expiación nos permite arrepentirnos. **4.** Le prometo que será más feliz. **5.** Dios puede darle (le puede dar) la respuesta que necesita. **6.** ¿Podría darnos su dirección? **7.** Cristo le habló a la gente sobre la bondad. **8.** Jesús les dio a los apóstoles la autoridad de actuar en su nombre. **9.** Cristo le dijo a José Smith que ninguna de la iglesias era correcta. **10.** Quiero hacer lo que Dios me pide.

C. **1.** The indirect object always requires an *a* in front of it – *¿A quién le toca...?* **2.** *María* in this sentence is an indirect object, not a direct object – *El ángel le dijo a María...* **3.** Indirect object pronouns go before conjugated verbs – *Este pasaje nos enseña que...* **4.** The indirect object always requires an *a* in front of it – *A mi familia le gusta...* **5.** The indirect object pronoun must be used in sentences like this that have *a* + **pronoun** (such as *a nosotros*) – *Dios nos promete la guía...* (Note: the *a* + **pronoun** provides emphasis in these sentences) **6.** The indirect object always requires an *a* in front of it. This sentence would also likely have a "redundant" *les – Dios les permite a Sus hijos...* **7.** *La gente* is a singular noun, so *le* must be used instead of *les – ...lo que los profetas le enseñaban.* **8.** **You** in this sentence is an indirect object, not a direct object – *Vamos a enseñarle...* **9.** The indirect object pronoun must be used in sentences like this that have *a* + **pronoun** (such as *a mí*) – *Supe que el Espíritu estaba hablándome.* (Note: the *a* + **pronoun** provides emphasis in these sentences). **10.** The indirect object pronoun must be used in sentences like this that have *a* + **pronoun** (such as *a él*) – *¿Qué le dijo cuando preguntó...* (Note: the *a* + **pronoun** provides emphasis in these sentences).

D. **1.** ¿Cree que Dios puede contestarle? **2.** Correct **3.** Correct **4.** ¿A quien le toca...? **5.** Correct **6.** Su amigo nos dijo que... **7.** ¿Qué le dijo...? **8.** Correct **9.** Dios nos muestra su amor... **10.** Dios nos ha dado muchas... **11.** ¿A su vecino le gustaría....? **12.** Correct **13.** Correct **14.** José le preguntó a Dios... **15.** Cristo les dio... **16.** Correct

F. **2.** os diré; te son perdonados; me dijo
Les diré de la lucha que Enós tuvo ante Dios para recibir la remisión de sus pecados.
Al arrodillarse ante Dios, Enós clamó a el con una oración poderosa y durante todo el día.
La voz de Dios le dijo, "tus pecados te son perdonados."
Él le dijo además que por su fe en Cristo era posible el perdón de los pecados.

Combined Object Pronouns

A. **1.** Dios nos la promete. **2.** Dios nos lo pide. **3.** Los profetas se las enseñan. **4.** Se la demostramos. **5.** Dios me las ha dado. **6.** Dios se la dará. **7.** Se las agradecemos. **8.** Cristo se lo predicó. **9.** Jesucristo se la dio. **10.** Le Expiación nos la da. **11.** Dios se lo reveló. **12.** Las Escrituras nos lo indican. **13.** Podemos pedírselas. **14.** ¿Podría dárnosla?/¿Nos la podría dar? **15.** ¿Puede explicárnoslo?/¿Nos lo puede explicar? **16.** ¿Cómo se la mostramos? **17.** Dios nos lo ha proporcionado. **18.** Díganoslo. **19.** Dios y Jesucristo se lo dijeron. **20.** Mi padre estaba dándomela./Mi padre me la estaba dando.

B. **1.** The direct and indirect object pronouns cannot be separated – *¿Nos lo puede decir?* or *¿Puede decírnoslo?* **2.** *Cosas* is a plural feminine noun, so the direct object pronoun must be *las – ...te las pedimos...* **3.** If both pronouns start with *l*, the indirect object pronoun changes to *se – Vamos a explicárselo.* **4.** If both pronouns start with *l*, the indirect object pronoun changes to *se* –

Dios se lo mandó. **5.** The pronouns must come before a conjugated verb – *Se lo agradecemos*. **6.** The direct and indirect object pronouns cannot be separated – *¿Nos lo puede leer?* or *¿Puede leérnoslo?* **7.** *Autoridad* is a singular feminine noun, so the direct object pronoun must be *la – Sí, se la da.* **8.** *Bendiciones* is a plural feminine noun, so the direct object pronoun must be *las – Sí, nos las da.*

C. **1.** No nos lo diga. **2.** Sí, se lo dio. **3.** Se lo hemos explicado. **4.** Correct **5.** Correct **6.** Correct **7.** Correct **8.** Correct **9.** Correct **10.** ...me la contestó. **11.** Correct **12.** Correct

E. **1.** ... el Santo Espíritu de Dios me las hace saber.; ...porque el Señor Dios me las ha manifestado por su Santo Espíritu...
2.

Scripture	Phrase	DO refers to...	IO refers to...
Mateo 16:16–17	...no te lo reveló...	"Tú eres el Cristo..."	Pedro
3 Ne. 26: 13	... y se lo daba.	el pan	el pueblo
Lucas 9:42	...y se lo devolvió...	el muchacho	su padre
1 Juan 3:23	...nos lo ha mandado.	"que nos amemos"	nosotros
Juan 17:6	...y me los diste...	los hombres del mundo	Cristo
Juan 15:16	...él os lo dé.	"todo lo que pidiereis..."	el Padre

Verb + Preposition

A. **1.** a **2.** x **3.** de **4.** a **5.** con **6.** x **7.** a **8.** de **9.** de **10.** en **11.** x **12.** a **13.** a **14.** de **15.** x **16.** con

B. **1.** La oración me ayuda a obedecer. **2.** José Smith buscaba la verdad. **3.** Acabo de llamar al obispo. **4.** Iremos a la actividad a las 6:00. **5.** Nuestras bendiciones dependen de nuestra obediencia. **6.** Usted cumple con sus compromisos. **7.** Necesitamos una recomendación para entrar al/en el templo. **8.** Cuando termino de leer, oro. **9.** Esperamos ver a su amigo hoy. **10.** Vamos a enseñarles a orar. **11.** Debemos tratar de ser como Él. **12.** Tratamos de mejorar cada día.

C. **1.** *Confiar* requires the preposition *en* **–** *Confío en el Señor.* **2.** *Aprender* requires the preposition *a – Aprendí a orar...* **3.** *Empezar* requires the preposition *a – ...empecé a orar.* **4.** *Terminar* requires the preposition *de – ...terminemos de enseñar...* **5.** *Depender* requires the preposition *de – ...depende de aceptar...* **6.** *Pedir* does not use a preposition – *...pedir ayuda...* **7.** *Tratar* requires the preposition *de – Trato de ser...* **8.** *Asistir* requires the preposition *a – ...asistió a muchas iglesias.* **9.** *Esperar* does not use a preposition – *...esperar la respuesta.* **10.** *Buscar* does not use a preposition – *...buscar conocimiento...*

D. **1.** ...aprendiendo a hablar... **2.** Nos alegramos de estar... **3.** Trate de comprender... **4.** Correct **5.** Cuando miro las creaciones... **6.** Correct **7.** ...ayudarnos a creer. **8.** Correct **9.** Correct **10.** ...asistir a las reuniones... **11.** ...depende de... **12.** Correct **13.** Correct **14.** ..disfrutan de paz... **15.** Correct **16.** Correct

F. disfrutaba de; asistió a; buscaba; pídala; se esforzaba por

G. **Mosíah 4:19** – dependemos ... del; **DyC 105:3** – han aprendido a; **Mosíah 4:15** – enseñaréis a, enseñaréis a; **3 Ne. 14:11** – piden; **Mosíah 18:8** – entrar en; **DyC 84:85** – os preocupéis ... por

Progressive and Present Participles

A. **1.** aprendiendo **2.** hablando **3.** obedeciendo **4.** diciendo **5.** durmiendo **6.** sintiendo **7.** escuchando **8.** sirviendo **9.** haciendo **10.** leyendo **11.** recibiendo **12.** cayendo

B. **1.** Podemos sentir que lo que estamos aprendiendo es verdad. **2.** Cuando servimos a otros, estamos sirviendo a Dios. **3.** Muchas personas están buscando la verdad. **4.** Estaremos enseñando a alguien a esa hora mañana. **5.** Mientras estaba orando, podía sentir fuertemente el Espíritu. **6.** Está progresando cada día más. **7.** Está cumpliendo con sus compromisos. **8.** Lehi llamó a su familia mientras estaba comiendo el fruto. **9.** Cuando estamos pasando por pruebas, necesitamos recordar a Dios. **10.** ¿Está leyendo todos los días? **11.** Si está viviendo con rectitud, sentirá el Espíritu. **12.** Mientras leo, pienso, "¿Qué me está diciendo el Espíritu?"

C. **1.** *Estar***,** not *ser*, is used to form the progressive tenses – *Estamos hablando con las personas...* **2.** Learners have a tendency to always use the imperfect form of *estar* for the past. However, if there is a time limit for the activity (such as *media hora*), the preterit must be used – *Estuvimos leyendo...* **3.** The present progressive cannot refer to the future – *El lunes hablamos/vamos a hablar/ hablaremos de...* **4.** *Estar***,** not *ser*, is used to form the progressive tenses – *Usted está progresando mucho.* **5.** Progressive tenses are not normally used with verbs of motion – *Vamos a la casa...* **6.** The present progressive cannot refer to the future – *¿Va*

a asistir/Asistirá a la actividad...? **7.** *Estar***,** not *ser*, is used to form the progressive tenses – *Estoy aprendiendo más y más...* **8.** The present progressive cannot refer to the future – *Ustedes se bautizan/van a bautizarse/se bautizarán el sabado.* **9.** *Sentir* stem changes in the preterit, so it also does in the present participle – *...que está sintiendo...* **10.** *Dormir* stem changes in the preterit, so it also does in the present participle – *...los apóstoles estaban durmiendo.*

D. **1.** ...vamos a enseñar/enseñaremos de la fe. **2.** Correct **3.** Correct **4.** Correct **5.** Correct **6.** ...está escuchando. **7.** ¿Están orando...? **8.** ...está sirviendo... **9.** Correct **10.** ...van a asistir/asistirán a una actividad... **11.** Estoy aprendiendo... **12.** ...está hablando... **13.** Vamos a su bautismo... **14.** Vienen ahora... **15.** ...estaba cayendo... **16.** Correct

H. **2.** No estaban luchando por monarquía ni poder...; Y estaban haciendo lo que sentían que era su deber para con su Dios

1. La familia es la parte central del plan de Dios.
2. Cuando aprendemos el Evangelio como familia nos preparamos para la eternidad.
3. Nuestros hijos tienen el derecho de nacer en una familia con el Evangelio.
4. Debemos ser capaces de defender a nuestra familia de influencias malignas.
   Alma 43:45–46

Perfect and Past Participles

A. **1.** aprendido **2.** hablado **3.** escrito **4.** dicho **5.** muerto **6.** sentido **7.** escuchado **8.** visto **9.** hecho **10.** leído **11.** recibido **12.** caído

B. **1.** ¿Orará sobre lo que hemos enseñado? **2.** Los profetas habían testificado que Cristo vendría. **3.** El Señor ha llamado profetas muchas veces. **4.** Sabía que había tomado la decisión correcta. **5.** Hemos venido a la tierra a obtener un cuerpo. **6.** ¿Qué habría hecho Jesús? **7.** He orado para saber que estas cosas son verdaderas. **8.** Creemos todo lo que Dios ha revelado. **9.** ¿Ha orado para saber que estas cosas son verdaderas? **10.** Los apóstoles habían mantenido pura la doctrina. **11.** Habremos tomado muchas decisiones al final de nuestras vidas. **12.** El Señor me ha dado muchas bendiciones.

C. **1.** *Haber* is never used in the preterit in modern Spanish – *...sabía que había visto...* **2.** *Escribir* has an irregular past participle – *...los profetas han escrito.* **3.** *Morir* has an irregular past participle – *Cristo ha muerto...* **4.** *Haber*, not *tener*, is used for the perfect tenses – *He recibido una respuesta...* **5.** Spanish, unlike English, uses the present tense rather than the perfect tense to say **the first time that...** – *Es la primera vez que entiendo...* **6.** *Haber* is never used in the preterit in modern Spanish – *...no había orado...* **7.** *Haber*, not *tener*, is used for the perfect tenses – *Dios ha restaurado...* **8.** The present tense and a construction with *hacer* or *llevar* are used rather than the perfect tense when the action is still happening (see the lesson “Common Expressions”) – *Hace seis meses que estoy aquí/Llevo seis meses aquí.*

D. **1.** ¿...hemos dicho? **2.** Correct **3.** ...porque había resucitado. **4.** Moroni ha escrito... **5.** Correct **6.** Hace dos semanas que visitamos a su vecino/Llevamos dos semanas visitando a su vecino. **7.** Correct **8.** Correct **9.** Correct **10.** He aprendido... **11.** ...habían cambiado. **12.** Correct **13.** Correct **14.** ¿Han orado...?

E. El Señor me ha bendecido con una familia.
Él me ha dado el Espíritu para enseñar a las personas.
Él me ha redimido de mis pecados por medio de la Expiación.

G. Para el final de mi misión habré sido un misionero que siempre tenía el Espíritu.
Cuando termine mi misión habré enseñando con todo mi corazón.
Al terminar mi misión habré sido el mejor misionero que haya podido ser.

H. **1.** ha sido; ha guiado; ha preservado; ha llenado; ha confundido; ha oído; ha dado; se ha fortalecido; he elevado; ha sido; han visto; he visto; ha visitado
2. han sido; se ha conferido; hemos sido

1. Hemos recibido muchas bendiciones por ser miembros de la Iglesia
   Nos volvemos un instrumento en sus manos
   Alma 26:3
2. Necesitamos compartir las bendiciones que Dios nos ha dado.
3. Podemos fijar una fecha para la que habremos encontrado a alguien con quien compartir el Evangelio.
4. ¿Invitará a amigos y familiares a fijar una cita con los misioneros?

Reflexives

A. **1.** se preocupa **2.** nos dirigimos **3.** me siento **4.** me esfuerzo **5.** nos arrepentimos **6.** se preparará **7.** me bauticé **8.** se alegra **9.** nos comunicamos **10.** nos encontramos **11.** se aparecieron **12.** se comunican **13.** se apoyó **14.** nos abstenemos

B. **1.** prepararse **2.** me alegro **3.** prepararemos **4.** se levantó **5.** aleja **6.** se bautizó **7.** levantó **8.** mantiene **9.** acercarnos **10.** bautizó **11.** alegra **12.** nos alejamos **13.** acerca **14.** siento **15.** me siento **16.** nos mantenemos

C. **Note:** Using reflexive verbs correctly requires knowing which verbs can be used reflexively and when they should be used reflexively. The best way to learn this is by using a good dictionary to study all the meanings of new verbs. **1.** *Abstenerse* can only be used as a reflexive verb – *...nos abstenemos de comer por dos comidas.* **2.** *Arrepentirse* can only be used as a reflexive verb – *Debemos arrepentirnos de...* **3.** When mejorar is used reflexively, it means **to recover from sickness**. To get the correct meaning for this sentence, it cannot be used reflexively – *Intentamos mejorar todos los días.* **4.** This sentence, as it is written, means **We want to bring God closer**. To express the meaning of **We want to get closer to God**, *acercar* must be used reflexively – *Queremos acercarnos a Dios.* **5.** Because this sentence has no direct object, the verb *separar* must be used reflexively – *...se separan cuando morimos.* **6.** *Aprovecharse*, when used reflexively, means **to take unfair advantage of**. To get the correct meaning for this sentence, it cannot be used reflexively – *Tenemos que aprovechar la Expiación.* **7.** This is a reciprocal reflexive, where the subjects are acting on each other. This requires a reflexive pronoun – *¿Ustedes se conocen (el uno al otro)?* **8.** Because this sentence has no direct object, the verb *preparar* must be used reflexively, meaning **we prepare ourselves** – *Tenemos que prepararnos para el juicio.* **9.** To say **someone opposes something**, *oponer* must be reflexive and the preposition *a* must be used after- *Satanás se opone al plan de Dios.* **10.** *Sentir* has a direct object (*el Espíritu*) in this sentence, so it cannot be used reflexively – *Siento el Espíritu...*

D. **1.** ¿Cómo se siente...? **2.** Debemos aprovechar... **3.** Correct **4.** ...nos alejamos de Dios. **5.** Correct **6.** Correct **7.** Correct **8.** Orando nos comunicamos... **9.** Debemos esforzarnos... **10.** ...se conocen bien... **11.** ...debía unirse. **12.** Correct **13.** Correct **14.** Siento el amor... **15.** ¿Usted se arrepentirá...? **16.** ...se reúnen.

F.
1. Bautismo es un convenio.
2. Las personas deben esforzarse por seguir al Señor.
3. Todos debemos arrepentirnos para entrar en el reino de Dios.
4. Una vez bautizados, nos convertimos en un discípulo del Señor.

G. "He aquí, quien se ha arrepentido de sus pecados es perdonado..."; ¿Cómo se siente usted con respecto a este principio del Evangelio?; Él no recuerda más nuestros pecados, si nos arrepentimos.; ...Dios quiere que nos arrepintamos...; Para arrepentirnos, primero debemos reconocer nuestros pecados...; Y cuando realmente nos arrepentimos, nunca más cometemos el mismo pecado.; ...a veces yo me esfuerzo bastante para no hacer algo...; Me siento tan imperfecta y me siento muy frustrada conmigo misma.; No podemos darnos por vencidos.; Al arrepentirnos, nuestro deseo de seguir a Dios aumentará.; Si nos esforzamos por arrepentirnos diariamente...; Y si seguimos arrepintiéndonos, ya no tendremos el deseo de pecar más.; ...nos preparamos para volver a vivir eternamente...

H. **1.** se adelantaron, se apartaron, se desviaron, se perdieron, se adelantaban, se asieron, se hallasen, erguirse, burlándose, se avergonzaron, se mofaban, se perdieron, se agarraron, se postraron
2. apartarme, encontrándome, me arrodille, se apoderó, esforzándome, se había apoderado, hundirme, entregarme, se apareció, me sentí

Passive Voice

A. **1.** La autoridad se pierde./La autoridad es perdida. **2.** Se realizan las ordenanzas./Las ordenanzas son realizadas. **3.** Se prometen bendiciones./Bendiciones son prometidas. **4.** El Evangelio se enseña./El Evangleio es enseñado. **5.** Se hacen los convenios./Los convenios son hechos. **6.** Se revela la verdad./La verdad es revelada. **7.** Se mantiene la doctrina./La doctrina es mantenida. **8.** Se aprenden los principios./Los principios son aprendidos. **9.** Se realizan los milagros./Los milagros son realizados. **10.** Se escriben los testimonios./Los testimonios son escritos. **11.** Se preparan las lecciones./Las lecciones son preparadas. **12.** Se da el poder./El poder es dado. **13.** Se perdonan los pecados./Los pecados son perdonados. **14.** Se establece la Iglesia./La Iglesia es establecida. **15.** Se halla la inspiración./La inspiración es hallada.

B. **1.** La Iglesia fue restaurada por Dios. **2.** Las Escrituras fueron escritas por los profetas. **3.** El Libro de Mormón fue traducido por José Smith. **4.** La verdad es enseñada por el Espíritu. **5.** La Iglesia fue organizada por Cristo. **6.** Los enfermos fueron sanados por Jesucristo. **7.** Los milagros fueron realizados por los apóstoles. **8.** La tierra fue creada por Jesucristo. **9.** El Evangelio fue enseñado por los profetas. **10.** El pecado fue superado por Jesucristo. **11.** Los profetas eran rechazados por la gente. **12.** Nuestros pecados son perdonados por Dios.

C. **1.** Los miembros hacen convenios. **2.** Dios nos juzgará. **3.** Las personas guardan los mandamientos. **4.** Moroni enterró las planchas. **5.** La iglesia usa los diezmos para edificar el reino de Dios. **6.** Dios envió a Jesucristo a la tierra. **7.** Dios perdona nuestros pecados. **8.** Cristo dio la autoridad a los Apóstoles. **9.** Dios fortalece nuestra fe. **10.** Dios contestó la oración de José Smith. **11.** Dios contestó mi oración. **12.** Cristo creó la tierra.

D. **1.** When using the *se* construction, the agent (noun that performed that action of the verb) cannot be used – *El Evangelio se predica.* **2.** *Bendiciones* is a plural subject, so *poder* must be in the plural – *Se pueden recibir bendiciones...* **3.** *Las Escrituras* is a plural subject, so the verb must be in plural – *Estos principios se enseñan*... **4.** Only the direct object can be the subject of a passive voice sentence, not the indirect object (which English allows) – *Se enseña a los hijos a obedecer.* **5.** *Las bendiciones* is a plural subject, so the verb must be in plural – *Las bendiciones se pierden*... **6.** *Los apóstoles* is a plural subject, so the verb must be in plural – *Los apóstoles fueron escogidos...* **7.** Only the direct object can be the subject of a passive voice sentence, not the indirect object (which English allows) – *Me fue dada una respuesta./Se me dio una respuesta.* **8.** *Nosotros* is a plural subject, so the verb must be in plural – *Somos creados a la imagen...* **9.** The past participle must agree with the subject in ser constructions – *La Iglesia fue restaurada*... **10.** When using the *se* construction, the agent (noun that performed that action of the verb) cannot be used – *El Libro de Mormón se tradujo.*

E. **1.** Correct **2.** Correct **3.** ...fueron sanadas... **4.** ...fue establecida... **5.** A Enós le fue dada/A Enós se le dio... **6.** Correct **7.** Correct **8.** ...se hacen... **9.** El bautismo se efectúa. (Note: The agent cannot be named with the *se* construction) **10.** Correct **11.** Correct **12.** ...somos tentados... **13.** La revelación se recibe. (Note: The agent cannot be named with the *se* construction) **14.** Correct **15.** ...es revelada... **16.** ...ser redimidos....

H. **1.** fueron bautizados, fueron llamados, era bautizado, era agregado
2. se esperan, se ven

Review: Actions and Events

A. El Evangelio bendice **a** nuestras familias. Mi familia **ha** recibido muchas bendiciones a causa del Evangelio. Se **pueden** tener estas bendiciones ahora y en la eternidad. Dios ha establecido las familias para **darnos** felicidad **(removed)**, para ayudarnos **a** aprender principios correctos y para **prepararnos (removed)** para la vida eterna. El hogar es el mejor lugar para aprender estas cosas. En mi hogar, mis padres **me** han enseñado **(removed)** a orar y a leer durante toda mi vida. También me han enseñado **a** tener fe y **arrepentirme** de mis pecados. Estoy agradecido por estas enseñanzas porque **me** han ayudado **(removed)** a llegar a ser mejor y a tener una mejor relación con mi Padre Celestial.

B. La fe y el arrepentimiento **nos** llevan **(removed)** al bautismo. Cuando somos **bautizados**, hacemos un convenio con Dios. Un convenio es un acuerdo entre nosotros y Dios. Dios fija las condiciones del convenio, y nosotros decidimos aceptar**las** o rechazar**las**. **Le** prometemos a Él que obedeceremos Sus mandamientos, y Él nos promete el perdón de nuestros pecados. En la Iglesía, nos bautizamos por inmersión, lo que es un símbolo de la muerte y la resurrección de Jesucristo. Después de bautizarnos, tenemos que seguir **arrepintiéndonos** de nuestros pecados. Renovamos nuestros convenios al participar **de** la Santa Cena. Yo sé que el bautismo es parte del plan de Dios y que Dios **perdonará** nuestros pecados si **nos** arrepentimos y nos bautizamos.

C. **1.** ...espiritual y temporalmente. (Adverbs) **2.** Se aprenden muchas cosas... (Passive Voice) **3.** Cuando nos arrepentimos... (Reflexives) **4.** Cuando pecamos, nos alejamos... (Reflexives) **5.** Hablaremos/Vamos a hablar/Hablamos de eso... (Progressive and Present Participle) **6.** De hecho, ¿podemos pasar...? (Adverbs) **7.** ...compartirá su experiencia. (Future) **8.** Cristo les dio autoridad... (Indirect Object Pronouns) **9.** Dios conoce a Sus hijos. (Verb Comparisons) **10.** Si ustedes oran... (Future) **11.** Dios creó a Adán y Eva. (Personal A) **12.** ¿Entienden...? (Present: Stem and Spelling Changes) **13.** ...y debemos obedecerlos. (Direct Object Pronouns) **14.** Se lo daremos... (Combined Object Pronouns) **15.** ...esperar la respuesta. (Verb + Preposition) **16.** Cuando somos bautizados... (Passive Voice) **17.** El Evangelio nos ayuda a ser mejores. (Direct Object Pronouns) **18.** Las Escrituras nos prometen muchas bendiciones. (Direct Object Pronouns) **19.** ...y las fortalece. (Direct Object Pronouns) **20.** Se obtienen las bendiciones... (Passive Voice) **21.** Cuando me pongo enojado... (Common Expressions) **22.** Tenemos que ser obedientes... (Common Expressions) **23.** Dios nos ha dado muchas bendiciones. (Perfect and Past Participles) **24.** Dios lo conoce (a usted). (Direct Object Pronouns) **25.** ¿...antes de empezar? (Adverbs) **26.** ¿A quién le toca...? (Indirect Object Pronouns) **27.** Usted llegará a ser un miembro... (Common Expressions) **28.** Ofrezco una oración. (Present: Irregular) **29.** Somos realmente bendecidos. (Adverbs) **30.** Creo firmemente... (Adverbs) **31.** ¿Asistirá a la Iglesia...? (Verb + Preposition) **32.** ¿Ustedes vendrán...? (Future) **33.** He recibido... (Perfect and Past Participles) **34.** Cristo ha muerto... (Perfect and Past Participles) **35.** Visitaremos/Vamos a visitar/Visitamos a su amigo... (Progressive and Present Participle) **36.** Este capítulo nos enseña... (Indirect Object Pronouns) **37.** ¿Nos lo puede leer? or ¿Puede leérnoslo? (Combined Object Pronouns) **38.** ...Dios me las contestó. (Combined Object Pronouns) **39.** ...le mandó a José no unirse... (Reflexives) **40.** Si se preparan para bautizarse... (Future)

D. **1.** Dios nos ama. **2.** Tratamos de ser/Intentamos ser como Cristo. **3.** He recibido un testimonio. **4.** Dios había mandado a Adán y Eva no comer el fruto. **5.** Cuando nos arrepentimos sinceramente, Dios nos perdona. **6.** Estamos hablando con las personas sobre los profetas. **7.** ¿Se arrepentirá de sus pecados? **8.** Esta Escritura habla sobre el diezmo. **9.** Pueden preguntar a Dios

si este libro es verdadero. **10.** Salimos de la actividad a las ocho. **11.** ¿Conoce nuestra Iglesia? **12.** ¿Ha terminado de leer el capítulo? **13.** Dios conoce a Sus hijos. **14.** La Iglesia se organizó/fue organizada en 1830. **15.** Los padres deben enseñar el Evangelio a sus hijos. **16.** ¿Tiene prisa? **17.** ¿Asistirá con nosotros a la Iglesia? **18.** Dios les dará una respuesta. **19.** El Señor los bendecirá temporal y espiritualmente. **20.** ¿Invitarán a su amigo a la actividad del viernes?

F. **Present –** Por medio de Cristo podemos superar la muerte física y el pecado.; Como Jesucristo nos ama tanto, Él superó el obstáculo de la muerte física para todos nosotros.; ¿Qué significa la resurrección para ustedes?; Suena maravilloso.; Sí, estoy de acuerdo.; No cabe duda de que es maravilloso saber que nuestro Padre Celestial nos ama tanto.; Pero aunque todos seremos resucitados, solamente podemos vivir con Dios si somos limpios del pecado.; Nosotros somos responsables de nuestros propios pecados.; Éstos nos impiden volver a vivir con nuestro Padre Celestial.; Pero entonces, si pecamos, ¿no podremos vivir con Dios?; Me refiero a que nadie es perfecto.; Y si es así, entonces, ¿quiénes van a vivir con Dios?; La Expiación hace posible que seamos limpios del pecado y que seamos perdonados.; La Expiación incluye el sufrimiento de Cristo, Su muerte en la cruz y Su resurrección.; Cristo promete perdonar nuestros pecados, pero debemos demostrar que lo aceptamos y que obedeceremos Sus mandamientos.; Podemos ser perdonados si ejercemos fe en Él, nos bautizamos por inmersión y recibimos el don del Espíritu Santo por la imposición de manos.; ¿Cómo se sienten acerca de la posibilidad de ser perdonados de todos sus pecados?; Gracias a la Expiación de Jesucristo tenemos la oportunidad de arrepentirnos y de ser perdonados de todos nuestros pecados.; El saber esto hace una gran diferencia en mi vida.; ¿Cómo se sienten ustedes al saber que Cristo los ama tanto que sufrió y murió por ustedes para que pudieran ser limpios?; Me hace sentir… bueno, es difícil describirlo… muy querida… muy agradecida.; Sí, yo siento que… le importo. **Future –** En esta vida, todos moriremos.; Pero aunque todos seremos resucitados, solamente podemos vivir con Dios si somos limpios del pecado.; Pero entonces, si pecamos, ¿no podremos vivir con Dios?; Cristo promete perdonar nuestros pecados, pero debemos demostrar que lo aceptamos y que obedeceremos Sus mandamientos.

H. **1. Perfect Tenses –** ha resucitado; **Passive Voice –** ...es hecho; todos serán vivificados; **Present Stem Changers –** mueren
2. Passive Voice with Se – se llama, se perderá, se encuentra, se levanta; **Reflexives –** se levantarán, nos hallamos, se unirán, se torna, asombrarse
3. Direct: me instruyó, me crió, te ha salvado **Indirect:** os diré, te son perdonados, me dijo

L. Dios nos da mandamientos para ayudarnos a progresar.
Cuando yo obedezco, siento que estoy siguiendo al Espíritu con más fuerza que antes.
Dios le bendecirá al obedecer los mandamientos.
Yo he visto muchas bendiciones en mi vida al ser obediente. Por ejemplo, mi familia ha permanecido junta. También he podido servir una misión.

Preterit: Regular

A.

enseñar		hablar		ayudar		entrar		llamar	
enseñé	enseñamos	hablé	hablamos	ayudé	ayudamos	entré	entramos	llamé	llamamos
enseñaste	enseñasteis	hablaste	hablasteis	ayudaste	ayudasteis	entraste	entrasteis	llamaste	llamasteis
enseñó	enseñaron	habló	hablaron	ayudó	ayudaron	entró	entraron	llamó	llamaron

expiar		efectuar		estudiar		restaurar		orar	
expié	expiamos	efectué	efectuamos	estudié	estudiamos	restauré	restauramos	oré	oramos
expiaste	expiasteis	efectuaste	efectuasteis	estudiaste	estudiasteis	restauraste	restaurasteis	oraste	orasteis
expió	expiaron	efectuó	efectuaron	estudió	estudiaron	restauró	restauraron	oró	oraron

aprender		agradecer		entender		escoger		responder	
aprendí	aprendimos	agradecí	agradecimos	entendí	entendimos	escogí	escogimos	respondí	respondimos
aprendiste	aprendisteis	agradeciste	agradecisteis	entendiste	entendisteis	escogiste	escogisteis	respondiste	respondisteis
aprendió	aprendieron	agradeció	agradecieron	entendió	entendieron	escogió	escogieron	respondió	respondieron

asistir		cumplir		decidir		dirigir		escribir	
asistí	asistimos	cumplí	cumplimos	decidí	decidimos	dirigí	dirigimos	escribí	escribimos
asististe	asististeis	cumpliste	cumplisteis	decidiste	decidisteis	dirigiste	dirigisteis	escribiste	escribisteis
asistió	asistieron	cumplió	cumplieron	decidió	decidieron	dirigió	dirigieron	escribió	escribieron

B. **1.** (Nosotros) enseñamos una lección. **2.** (Ellas) llamaron a su investigador. **3.** (Usted) ayudó al obispo. **4.** Dios restauró la Iglesia. **5.** Cristo cumplió Su misión. **6.** (Vosotros) agradecisteis a Dios. **7.** Ayudé a mi compañero. **8.** (Yo) entendí el principio. **9.** (Nosotros) respondimos a la pregunta. **10.** Los apóstoles efectuaron milagros. **11.** (Ellas) escribieron cartas. **12.** El obispo dirigió la reunión. **13.** (Tú) oraste. **14.** (Él) asistió a la iglesia. **15.** (Yo) escogí el versículo. **16**. (Usted) entró. **17.** Dios respondió. **18.** (Usted) escribió su testimonio. **19.** (Ustedes) hablaron. **20.** (Nosotros) decidimos. **21.** (Ustedes) entendieron la lección. **22.** (Ella) estudió. **23.** (Yo) entré. **24.** (Ellos) aprendieron de la fe. **25.** (Vosotros) orasteis. **26.** (Ellos) enseñaron un principio. **27.** (Usted) aprendió de Dios. **28.** Efectué una ordenanza. **29.** Cristo expió nuestros pecados. **30.** (Tú) aprendiste de Jesús. **31.** (Nosotros) hablamos. **32.** (Ella) agradeció al obispo.

C. **1.** llamamos **2.** entró **3.** cumplisteis **4.** oraron **5.** enseñasteis **6.** escogió **7.** enseñó **8.** restauró **9.** escribió **10.** estudié **11.** estudió **12.** agradecieron **13.** entraste **14.** decidió **15.** aprendió **16.** ayudaron **17.** respondí **18.** entendieron **19.** expió **20.** asististe **21.** entendió **22.** hablaron **23.** entendieron **24.** asistí

D. **1.** This sentence uses the *usted* form instead of the *yo* form – *...hablé con...* **2.** This sentence uses the present tense when the preterit was required – *Ayer aprendimos...* **3.** This sentence incorrectly stresses the last syllable (*ron*) instead of the second-to-last (*ca*) – *Los apóstoles predicaron*. **4.** The sentence used the wrong vowel in the preterit ending – *Ayer llegamos a esta...* **5.** The sentence uses the –ar ending for an –ir verb – *Recibí una respuesta.* **6.** The sentence uses the –ar ending for an –ir veb – *...vivió en California.*

E. **1.** ...hablamos con él. **2.** Oré con todo... **3.** Ayer escuchamos... **4.** Correct **5.** Correct **6.** ...aprendí mucho. **7.** ...dirigió la reunión. **8.** No entendí eso... **9.** Usted aprendió... **10.** Los profetas escribieron... **11.** ...usted habló... **12.** Correct **13.** ¿Ustedes entendieron...? **14.** Correct **15.** Los investigadores recibieron... **16.** La gente rechazó...

F. mandó (Dios mandó a Su Hijo Jesucristo…); enseñó (…el Salvador enseñó Su Evangelio…); realizó (…y realizó muchos milagros…); restauró (…Jesucristo también restauró la autoridad…); escogió (Jesucristo escogió a doce apóstoles…); mandó (Yo sé que Dios mandó…); sufrió (…sé que Jesucristo sufrió…)

H. **1.** ***Note**: Answers will vary. This is one possibility.*



I. **1.** ***Note**: Answers will vary. This list is not exhaustive.*
1. Estableció Su Iglesia (Mateo 16:18) **2.** Expió los pecados del mundo (3 Ne. 11:18) **3.** Sufrió el dolor de todos los hombres (DyC 18:11) **4.** Resucitó de los muertos (DyC 20:23) **5.** Nació en Belén (Mateo 2:1) **6.** Sanó a los enfermos (Mateo 4:23) **7.** Levantó a los muertos (Juan 11:43–44) **8.** Enseñó Su Evangelio (Mateo 5–7) **9.** Llamó a los 12 apóstoles y les dio el sacerdocio (Marcos 6:7–12) **10.** Realizó milagros (Mosíah 3:5) **11.** Sufrió en el Jardín de Getsemaní (Mateo 26:36) **12.** Profetizó sobre el fin del mundo (JS-M 1:1) **13.** Cumplió las profecías (Lucas 4:21) **14.** La gente lo crucificó (Juan 19:18) **15.** Enseñó parábolas (Mateo 13:34)
2. descendió (v. 8), extendió la mano (v. 9), habló (v. 9), habló (v. 13), palparon (v. 15), habló (v. 18)

Preterit: Stem and Spelling Changes

A.

E → I Stem Change

sentir

sentí	sentimos
sentiste	sentisteis
sintió	sintieron

pedir

pedí	pedimos
pediste	pedisteis
pidió	pidieron

convertir

convertí	convertimos
convertiste	convertisteis
convirtió	convirtieron

servir

serví	servimos
serviste	servisteis
sirvió	sirvieron

O→ U Stem Change

morir

morí	morimos
moriste	moristeis
murió	murieron

dormir

dormí	dormimos
dormiste	dormisteis
durmió	durmieron

Spelling Changes

buscar

busqué	buscamos
buscaste	buscasteis
buscó	buscaron

pagar

pagué	pagamos
pagaste	pagasteis
pagó	pagaron

bautizar

bauticé	bautizamos
bautizaste	bautizaste
bautizó	bautizaron

empezar

empecé	empezamos
empezaste	empezasteis
empezó	empezaron

averiguar

averigüé	averiguamos
averiguaste	averiguasteis
averiguó	averiguaron

creer

creí	creímos
creíste	creísteis
creyó	creyeron

leer

leí	leímos
leíste	leísteis
leyó	leyeron

construir

construí	construimos
construiste	construisteis
construyó	construyeron

B. **1.** siguieron **2.** eligió **3.** sentimos **4.** sirvió **5.** pidió **6.** instruyó **7.** oyeron **8.** concluyó **9.** cayó **10.** persiguieron **11.** murió **12.** bauticé **13.** busqué **14.** leí

C. **1.** The *i* changes to a *y* in the third person preterit conjugations in verbs whose stem ends in a vowel – *¿Leyó el capítulo...?* **2.** *-ar* verbs do not stem change in the preterit – *¿Qué pensó de...?* **3.** *Elegir* only stem changes in the third person conjugations – *Elegí seguir...* **4.** *Sentir* only stem changes in the third person conjugations – *Sentí el Espíritu...* **5.** *Morir* stem changes from *o* to *u* in the third person preterit conjugation – *...murió en la cruz.* **6.** *Elegir* only stem changes in the third person conjugations – *...elegimos el plan de Dios.* **7.** Verbs whose stem ends in *z* have a spelling change from *z* to *c* in the *yo* form – *Empecé a orar.* **8.** The *i* changes to a *y* in the third person preterit conjugations in verbs whose stem ends in a vowel – *...cayeron en apostasía.*

D. **1.** ...creyeron las palabras... **2.** Comencé a leer... **3.** Busqué la respuesta... **4.** Los apóstoles durmieron... **5.** ...convirtieron a mucha gente. **6.** Correct **7.** Correct **8.** ¿Qué sintieron...? **9.** Cristo sirvió... **10.** Correct **11.** Las personas pidieron... **12.** Correct

F. **1.** (v. 3) oyeron, oyeron; (v. 4) oyeron; (v. 5) oyeron; (v. 6) oyeron; (v. 12) cayó; (v. 17) cayeron

En este capítulo los nefitas esuchan una voz de los cielos, quien presenta al Salvador Jesucristo. Luego, cuando el Salvador descendía del cielo y llegó a la tierra, las personas tuvieron la oportunidad de meter sus manos en su costado y tocar las marcas en sus manos, para verificar que El era el Salvador que había muerto por los pecados del mundo.

2. creyeron, creyeron, convirtieron

Preterit: Irregular

A.

U Stem

poder

pude	pudimos
pudiste	pudisteis
pudo	pudieron

saber

supe	supimos
supiste	supisteis
supo	supieron

estar

estuve	estuvimos
estuviste	estuvisteis
estuvo	estuvieron

tener

tuve	tuvimos
tuviste	tuvisteis
tuvo	tuvieron

I Stem

hacer

hice	hicimos
hiciste	hicisteis
hizo	hicieron

querer

quise	quisimos
quisiste	quisisteis
quiso	quisieron

venir

vine	vinimos
viniste	vinisteis
vino	vinieron

J Stem

decir	
dije	dijimos
dijiste	dijisteis
dijo	dijeron

traer	
traje	trajimos
trajiste	trajisteis
trajo	trajeron

traducir	
traduje	tradujimos
tradujiste	tradujisteis
tradujo	tradujeron

conducir	
conduje	condujimos
condujiste	condujisteis
condujo	condujeron

Others

dar	
di	dimos
diste	disteis
dio	dieron

ver	
vi	vimos
viste	visteis
vio	vieron

ser	
fui	fuimos
fuiste	fuisteis
fue	fueron

ir	
fui	fuimos
fuiste	fuisteis
fue	fueron

B. **1.** estuvo **2.** hicieron **3.** tuvo **4.** hubo **5.** pudo **6.** dijimos **7.** tradujo **8.** anduvo **9.** fue **10.** fue **11.** puso **12.** supe

C. **1.** *Saber* has a stem change to *sup-* in the preterit – *¿Cuándo supo...?* **2.** There are no accents on the preterit irregulars in this lesson – *Hice una oración...* **3.** *Traducir* has a stem change to *traduj-* in the preterit – *José Smith tradujo el Libro de Mormón.* **4.** There are no accents on the preterit irregulars in this lesson – *La Expiación trajo...* **5.** The *i* is dropped from *ieron* when the stem ends in *j* – *¿Qué dijeron sus vecinos...?* **6.** *Andar* has a stem change to *anduv-* in the preterit – *Los apóstoles anduvieron con Jesucristo.* **7.** *Poner* has a stem change to *pus-* in the preterit – *Dios puso a Adán...* **8.** *Venir* has a stem change to *vin-* in the preterit – *Usted y yo vinimos a la tierra...*

D. **1.** Pude recibir... **2.** ...vinimos a la tierra. **3.** Correct **4.** ...hicieron el bien. **5.** Correct **6.** ...su alma tuvo hambre. **7.** Sus amigos dijeron... **8.** Correct **9.** Correct **10.** Cristo hizo todo... **11.** Pedro, Santiago y Juan pusieron... **12.** Correct

F. fue, fue, pudo, fue, fue, hizo, hice, estuvo, fue, fuimos, quise, fue

G. **1.** tuve; tuvo; vino; fue; dije; dijo
2. fue; supo; hubo; fueron

Imperfect

A.

pasar	
pasaba	pasábamos
pasabas	pasabais
pasaba	pasaban

comenzar	
comenzaba	comenzábamos
comenzabas	comenzabais
comenzaba	comenzaban

hacer	
hacía	hacíamos
hacías	hacíais
hacía	hacían

necesitar	
necesitaba	necesitábamos
necesitabas	necesitabais
necesitaba	necesitaban

sentir	
sentía	sentíamos
sentías	sentíais
sentía	sentían

preguntar	
preguntaba	preguntábamos
preguntabas	preguntabais
preguntaba	preguntaban

mirar	
miraba	mirábamos
mirabas	mirabais
miraba	miraban

dar	
daba	dábamos
dabas	dabais
daba	daban

querer	
quería	queríamos
querías	queríais
deseaba	querían

cambiar	
cambiaba	cambiábamos
cambiabas	cambiabais
cambiaba	cambiaban

ir	
iba	íbamos
ibas	ibais
iba	iban

poner	
ponía	poníamos
ponías	poníais
ponía	ponían

desear		aceptar		ser		estudiar	
deseaba	deseábamos	aceptaba	aceptábamos	era	éramos	estudiaba	estudiábamos
deseabas	deseabais	aceptabas	aceptabais	eras	erais	estudiabas	estudiabais
deseaban	deseaban	aceptaba	aceptaban	era	eran	estudiaba	estudiaban

asistir		escribir		aprender		ver	
asistía	asistíamos	escribía	escribíamos	aprendía	aprendíamos	veía	veíamos
asistías	asistíais	escribías	escribíais	aprendías	aprendíais	veías	veíais
asistía	asistían	escribía	escribían	aprendía	aprendían	veía	veían

B. **1**. estudiaba **2**. caminaba **3**. tenían **4**. buscaba **5**. asistía **6**. vivíamos, teníamos **7**. tenía **8**. sabía **9**. estaban **10**. estaban, podían

C. **1.** When a time limit is given, the preterit must be used instead of the imperfect – *…nos acompañó…* **2**. Needing strength is background information in this sentence, so the imperfect must be used – *la fortaleza que necesitaba.* **3**. The sentence as it is written implies that the baptisms were going to take place but never did. If the baptisms actually did take place, the preterit must be used – *Ayer hubo dos hermosos bautismos.* **4**. When a time limit is given, even if it is indefinite, the preterit must be used instead of the imperfect – *La Apostasía duró…* **5**. This sentence implies that Lehi was still having the dream or that he had it habitually, rather than as a single event – *…describe el sueño que tuvo.* **6**. This sentence refers to an event, not background information, so the preterit must be used instead of the imperfect – *¿Cuándo supo que…?* **7**. This sentence only asks whether reading the chapters was possible, not whether the investigator did it. To ask if the investigator read the chapters, the preterit must be used – *¿Pudo leer los capítulos…?* **8**. This sentence implies that Joseph Smith was still having the vision or that he had it habitually, rather than as a single event – *…describió la vision que tuvo.*

D. **1.** …estudiaba la Biblia… **2.** …vivía en la tierra… **3.** No podíamos… **4.** Hablamos con… **5.** Correct **6.** …mientras orábamos… **7.** Correct **8.** Correct **9.** …vivía aquí… **10.** Correct **11.** …debía unirse. **12.** …tuvo una visión. **13.** Cuando tenía… **14.** …que necesitaba. **15.** Correct **16.** …tenían que volver…

H. seguía; me hallaba; era; era; era; excedía; sabía; era; descubría; corría; procedía; estaban; era; veía; se extendía; conducía; corría; me hallaba, pasaba; brotaba; conducía; estaban; conducía; me hallaba; conducía; se adelantaban; parecía; estaba; vestían; se hallaban; se mofaban; avanzaban; se dirigían; era; entraba; participaban

I. vivía; era; disfrutaba; era; eran; estaban; afirmaban; deseaba; debía

Preterit vs. Imperfect

A. **1.** estaban **2.** tuvo **3.** dijo **4.** tenían **5.** regresaron **6.** visitaron **7.** tenía **8.** dio **9.** intentó **10.** se enojaron **11.** empezaron **12.** golpeaban **13.** se apareció **14.** mandó **15.** prometió **16.** entró **17.** encontró **18.** dijo **19.** necesitaba **20.** obedeció **21.** pudo **22.** recibió

B. **1.** contó **2.** iba **3.** iba **4.** vinieron **5.** robaron **6.** hirieron **7.** se fueron **8.** pasaron **9.** vieron **10.** decidieron **11.** pasó **12.** se odiaban **13.** ayudó **14.** Vendó **15.** llevó **16.** usó **17.** era **18.** enseñó

C. **1.** vino **2.** estaba **3.** estableció **4.** llamó **5.** dio **6.** podían **7.** rechazó **8.** crucificó **9.** tenían **10.** rechazó **11.** enseñaban **12.** estaba

D. **1.** era **2.** salió **3.** andaba **4.** empezó **5.** tuvo **6.** se arrodilló **7.** oró **8.** escuchó **9.** dijo **10.** Oró **11.** pudo

E. **1.** Joseph Smith having a vision was an event. The imperfect portrays the event as still in progress, i.e., “Joseph Smith was having a vision,” which is different from what the speaker was trying to say. Correct sentence – *…José Smith tuvo una vision.*

2. The preterit implies an event or a condition that ended, so using *tuvieron* in this sentence has two possible meanings – "Our investigators gave birth to four children," or, "Our investigators had four children (and they no longer have them)," neither of which the speaker wants to express. Correct sentence – *Nuestros investigadores tenían cuatro hijos.* **3.** Someone's age is a condition and so the imperfect should be used – *Cuando tenía 15 años…* **4.** "When Lehi was in the desert" is background information. *Estuvo* means that Lehi stopped being in the desert and so can't be used as background in this sentence. Correct sentence – *Cuando estaba en el desierto…* **5.** Whenever a period of time is given for an event (such as *cientos de años*), it shows that the event ended and the preterit must be used – *La Gran Apostasía duró cientos de años.* **6.** Needing help in this sentence is a condition, so the imperfect must be used. *Necesitó ayuda* implies that she needed help at one time, but then didn't any more. Correct sentence – *…dijo que necesitaba ayuda.* **7.** As the sentence is written, it implies that the activity never took place, i.e., "Yesterday there was going to be a very fun ward activity, but..." If the event actually took place, the preterit must be used – *Ayer hubo una actividad del barrio muy divertida*. **8.** "When I was young…" is background information, so it needs the imperfect – *Cuando era joven…* **9.** Using *poder* in the preterit almost always means the action actually took place. The sentence as it is written doesn't make sense, because it says that *el hermano Ruis* asked if he could be baptized while at the same time saying that he already was baptized by using *pudo*. Correct sentence – *…nos preguntó si podía bautizarse.* **10.** As the sentence is written, it means, "Was it possible that you read the chapter…?" To find out if the person actually did read the chapter, the correct sentence is *¿Pudo leer el capítulo…?*

F. **1.** Cuando vivíamos... **2.** ...sólo funcionaba... **3.** Cuando estaba en casa... **4.** ...que tenían enfermedades. **5.** Correct **6.** Correct **7.** Correct **8.** Correct **9.** ...que José Smith tenía. **10.** Correct **11.** ...que Dios sabía la respuesta. **12.** ...leímos 3 Nefi 11... **13.** Correct **14.** Correct **15.** ...estuvieron en la misión... **16.** ...un árbol que estaba...

I. **Preterit** – tuve, bendijo, fue, decidí, fue, comprendió, dejó, bendijo, jugué, invitaron, fui, aprendí
Imperfect – era, jugaba, jugaba, tenía, encantaba, jugaba, hacía, iba, tenía

Review: Narrating Experiences and Telling Stories

A. Adán y Eva **fueron** los primeros hijos de Dios que **vinieron** a la tierra. Dios creó a Adán y Eva y los **puso** en el Jardín de Edén. Adán y Eva tenían cuerpos de carne y hueso porque **fueron** creados a la imagen de Dios. Mientras **estaban** en el Jardín, vivían en un estado de inocencia, sin conocer la diferencia entre el bien y el mal. Dios les mandó que no **comieran** del fruto prohibido porque si lo **hacían**, se volverían mortales. Sin embargo, si no comían del fruto, tendrían que permanecer para siempre en el Jardín sin progresar. Adán y Eva **escogieron** comer del fruto. Eso, que se llama la Caída, era parte del plan de Dios. A causa de su decisión, pudieron tener hijos, lo que significaba que el resto de los hijos de Dios podían venir a la tierra. También debido a su elección, la muerte y el pecado **entraron** en el mundo. Pero Jesucristo **venció** los efectos de la Caída para que **pudiéramos** volver a Dios. Estoy agradecido por Adán y Eva y sé que todos nosotros podemos volver con nuestro Padre Celestial si hacemos lo que Él nos ha mandado.

B. Yo sé que el Libro de Mormón es verdadero. Cuando **era** joven, leí la promesa de Moroni y sabía que que si **leía** el Libro de Mormón y **oraba** con un corazón sincero, Dios me contestaría. **Decidí** leer y después pedir a Dios que me **hiciera** saber que el libro era verdadero, y Dios sí me **contestó**. **Recibí** la respuesta que buscaba y sé que usted también puede recibir una respuesta. Tal como me contestaba a mí, Dios contestará su oración si ora con fe y verdaderamente quiere saber la verdad.

C. **1.** ¿Ustedes leyeron...? (Preterit: Stem and Spelling Changes) **2.** Mientras Jesús estaba... (Preterit: Irregular) **3.** La resurrección trajo... (Preterit: Irregular) **4.** ...la respuesta que buscaba. (Preterit vs. Imperfect) **5.** Cuando era joven... **6.** ¿Pudieron leer...? (Preterit vs. Imperfect) **7.** Cristo puso sus manos... (Preterit: Irregular) **8.** José Smith tuvo una visión... (Preterit vs. Imperfect) **9.** Enós oró durante... (Preterit vs. Imperfect) **10.** José Smith tradujo el libro... (Preterit: Irregular) **11.** La gente cayó... (Preterit: Stem and Spelling Changes) **12.** ¿Qué sintió...? (Preterit: Stem and Spelling Changes) **13.** Hice una oración... **14.** ...cuando llegamos (Preterit: Regular) **15.** Esa prueba se convirtió... (Preterit: Stem and Spelling Changes) **16.** Cristo murió... (Preterit: Stem and Spelling Changes) **17.** Yo oré a Dios... (Preterit: Regular) **18.** José Smith recibió la autoridad... (Preterit vs. Imperfect) **19.** Creo que tenía 13 años... (Preterit vs. Imperfect) **20.** Hablamos con él... (Preterit vs. Imperfect) **21.** Jesucristo anduvo... (Preterit: Irregular) **22.** Todos vinimos... (Preterit: Irregular) **23.** ¿Cuándo supo que...? (Preterit: Irregular) **24.** Mientras Enós oraba... (Imperfect) **25.** Dios y Jesucristo se aparecieron... (Preterit vs. Imperfect) **26.** Hubo un bautismo anoche... (Preterit vs. Imperfect) **27.** Sentimos el Espíritu... (Preterit: Stem and Spelling Changes) **28.** El Espíritu influyó... (Preterit: Stem and Spelling Changes) **29.** Estuvimos en la reunión... (Preterit: Irregular) **30.** Dios y Jesucristo dijeron... (Preterit: Irregular)

D. **1.** Aprendí que Dios tenía un plan para mí. **2.** José Smith recibió la respuesta que buscaba. **3.** ¿Leyeron el capítulo? **4.** Sé que José Smith fue un profeta. **5.** ¿Qué hizo Cristo mientras estaba en la tierra? **6.** La gente rechazó a Cristo y a Sus Apóstoles. **7.** Nefi visitó a la gente que estaba en las Américas. **8.** Encontré una respuesta a mi pregunta. **9.** Cristo murió por todos los hijos de Dios. **10.** Todos los días oraba acerca del Libro de Mormón. **11.** Antes vivía lejos de un templo. **12.** Dios llamó a Noé para ser profeta. **13.** ¿Por cuánto tiempo oró? **14.** Cristó sanó a las personas que tenían enfermedades. **15.** José Smith tradujo el Libro de Mormón. **16.** Puse mi fe en Dios. **17.** No recibí la respuesta que quería. **18.** La Caída trajo la muerte y el pecado al mundo. **19.** Nefi vio la misma visión que su padre. **20.** Dios bendijo a la gente por su obediencia.

F. **Preterit** – llamó, restauró, vivió, asistió, estudió, leyó, decidió, fue, aparecieron, vi, descendió, vi, habló, dijo, preguntó, respondieron, aparecieron, oró, aparecieron, confirieron, tuvo, restauró **Imperfect** – estaba, eran, era, tenía, estaba, quería, estaba, necesitaba, era, era

G. **1.** Y aconteció que mientras así me agobiaba este tormento, mientras me atribulaba el recuerdo de mis muchos pecados, he aquí, también me acordé... ...clamé dentro de mi corazón... ... Y he aquí que cuando pensé esto, ya no me pude acordar más de mis dolores; sí, dejó de atormentarme el recuerdo de mis pecados... Y ¡oh qué gozo, y qué luz tan maravillosa fue la que vi! Sí, mi alma se llenó de un gozo tan profundo...

Time and Date

A. **1.** Son las ocho de la mañana. **2.** Son las tres y cuarto de la madrugada. **3.** Son las cuatro menos cuarto de la tarde. **4.** Son las cinco y treinta y nueve/Son las seis menos veintiuno de la tarde. **5.** Son las once menos doce de la mañana. **6.** Es la una y diecinueve de la tarde. **7** Son las doce de la tarde. **8.** Son las ocho menos cuarto de la mañana. **9.** Son las cuatro y cuarto de la tarde. **10.** Es la una de la tarde.

B. **1.** Pasaremos a las once de la mañana. **2.** Las reuniones son los domingos a las diez de la mañana. **3.** El bautismo es el sábado a las seis de la noche. **4.** La actividad es de las seis y media hasta las ocho de la noche. **5.** ¿Podríamos visitarlos a las dos y media de la tarde? **6.** Tenemos una reunión el domingo a las nueve de la mañana. **7.** Tenemos una cita el lunes a las ocho de la noche. **8.** ¿A qué hora regresan el viernes? **9.** Pasaremos para recogerla a las diez menos cuarto de la mañana el domingo. **10.** ¿Por qué se despertó a las tres y media de la madrugada? **11.** Hoy es el dieciocho de agosto. **12.** Mañana es viernes. **13.** La Iglesia se organizó el seis de abril de mil ochocientos treinta. **14.** El domingo que viene es el primero de marzo. **15.** José Smith tuvo la Primera Visión en mil ochocientos veinte. **16.** La reunión será el martes a las diecinueve treinta. **17.** Hoy es el veintitrés de diciembre de dos mil ocho. **18.** El bautismo es el sábado a las dieciocho. **19.** ¿Le importa si empezamos a las cinco y media? **20.** ¿A qué hora termina de trabajar los sábados?

C. **1.** If the hour is not **one**, the correct phrase is *son las – Son las cuatro y media.* **2.** Ordinal numbers are only used for the first day of the month – *La conferencia es el cinco de abril.* **3.** To say **in the morning/afternoon/evening**, use *de*, not *en – Son las siete y media de la mañana.* **4.** In Spanish, the year is said by saying the whole integer – *Nací en mil novecientos ochenta y nueve.* **5.** The article is not used when saying what day it is – *Hoy es jueves.* **6.** When the hour is **one**, use *es la* instead of *son las – Es la una y media.* **7.** To say an event is **on** a certain day, use the definite article, not *en – La actividad es el miércoles.* **8.** You must use *la* or *las* when telling the time of an event – *Tenemos una cita a las cinco y cuarto.*

D. **1.** Tenemos reuniones los domingos. **2.** ...empieza a las siete menos cuarto. **3.** Mañana es sábado. **4.** Correct **5.** Correct **6.** Correct **7.** ...nació en mil ochocientos cinco. **8.** Son las dos... **9.** ¿Se bautizará el dos de mayo? **10.** ...cinco de la tarde. **11.** Correct **12.** Hoy es domingo. **13.** Son las cinco y cuarto... **14.** ¿Podemos pasar a las siete...? **15.** La reunión será el domingo... **16.** Correct

F. ¿Qué le parece el viernes a las seis?; Entonces nos vemos el viernes a las siete.; Nos vemos el viernes a las siete.

Prepositions

A. en, de por, a, a, a, sin, contra, para, para, en, con, durante, a, a, para

B. **1.** Vamos a la capilla. **2.** ¿Podemos enseñar a su amigo en la casa de usted? **3.** Ésta es una Escritura sobre el arrepentimiento. **4.** Durante la reunión, varias personas discursaron. **5.** ¿Asistirán con nosotros a la iglesia este domingo? **6.** Un convenio es un acuerdo entre Dios y nosotros. **7.** A veces la gente se rebela contra los profetas. **8.** Podemos vivir para siempre con nuestras familias. **9.** Dios tiene un plan para usted. **10.** Durante una apostasía, no hay profeta. **11.** Podemos progresar hacia la vida eterna. **12.** Los profetas hablan por Dios. **13.** Dios restauró la Iglesia por medio de/por/mediante José Smith. **14.** Queremos ser inocentes ante Dios. **15.** Los israelitas estaban bajo la ley de Moisés. **16.** Este libro contiene los escritos de profetas antiguos. **17.** Según esta Escritura, ¿qué es la fe? **18.** Entre la muerte y la resurrección, estamos en el mundo de los espíritus. **19.** Sin Jesucristo, no podemos ser salvos. **20.** Esperaremos en el mundo de los espíritus hasta la resurrección. **21.** He recibido grandes bendiciones desde mi bautismo. **22.** Nos reuniremos en la actividad.

C. **1. At** is usually translated by the preposition *en*, not *a – ...va a ser en la capilla.* **2.** To say **the person in the (article of clothing)**, use *de – ...el hombre del traje negro.* **3.** Use *por*, not *en*, to say **in the morning** – *...por la mañana*. **Note:** If a time is given, use *de* (*las tres de la mañana*) **4.** *De*, not *a* is used with *cerca* to say **close to (noun)** – *Quiero estar cerca de Dios.* **5.** *Pensar* uses *en*, not *de*, to mean **to think about** – *Cuando pienso en mis bendiciones...* **6.** The subject of this sentence is *orar*. Subjects can never have a preposition in front of them – *Es importante orar todos los días.* **7.** *Consigo* is only used reflexively, that is, when the subject does something **with itself**. If the action takes place between two different entities, the regular prepositional pronouns are used

– *...compartir mi testimonio con usted*. ***Note:*** *Conmigo* and *contigo* are always used with these special forms. **8.** To say **to go by (vehicle)**, use *en*, not *por – Vamos a ir en autobús...* **9.** *A*, not *de,* is used with *dispuesto* to say **to be willing to** – *¿Está dispuesto a obedecer...?* **10.** *Use de*, not *para*, to say **responsible for (noun).** Some speakers also use *por – Somos responsables de nuestras decisiones.*

D. **1.** ...dispuestos a obedecer. **2.** ¿En qué consiste...? **3.** ...preparado para su.... **4.** ¿...en cuanto al bautismo? **5.** ...construyó un barco a mano. **6.** Correct **7.** ...reunirnos en la casa... **8.** ...pueden ser difíciles de hacer. **9.** Para entrar en el/al templo... **10.** ¿...a las dos de la tarde? **11.** ¿...habló con usted? **12.** Correct **13.** Vamos en autobús... **14.** ...está a 60 kilómetros... **15.** ...un plan para mí. **16.** ...misericordioso conmigo.

Review: Time, Date, and Location

A. Mientras **estamos** aquí en la tierra, tenemos muchas oportunidades **de/para** progresar. Todos tenemos el libre albedrío, el cual nos da la capacidad **de** escoger entre el bien y el mal. Sin embargo, es importante **(removed)** recordar que también somos responsables **de/por** nuestras decisiones. Necesitamos siempre obedecer a Dios y **estar** en lugares donde el Espíritu pueda estar presente para que **podemos** recibir las bendiciones prometidas. Estoy agradecido por todas las bendiciones que he recibido y siento que Dios ha sido muy misericordioso **conmigo** y con mi familia. Sé que usted también puede recibir estas bendiciones y volver a **estar** con su Padre Celestial.

B. Quiero compartir mi testimonio **con usted**. **Hace cuatro meses que soy misionero/Llevo cuatro meses como/de misionero**. Durante este tiempo he aprendido mucho del amor que Dios tiene **por** Sus hijos. Sé que Él es nuestro Padre Celestial y quiere que seamos felices. Pero no podemos ser felices a menos que **sigamos** las enseñanzas de Jesucrist. Sé que Él es el Hijo de Dios y que si estamos dispuestos **a** seguir lo que Él nos ha pedido, podemos volver a **estar** con Dios. Para recibir esta bendición, es importante **(removed)** ganar un testimonio y actuar según ese testimonio. Sé que el Libro de Mormón es verdadero y que José Smith fue un profeta. También sé que hay profetas que **están** en la tierra hoy y que ellos desean también que seamos felices.

C. **1.** ...es a las tres y media... (Time and Date) **2.** ¿Están dispuestos a...? (Prepositions) **3.** ...no es fácil de hacer. (Prepositions) **4.** ...consiste en varias... (Prepositions) **5.** ...cuando volvamos (Present Subjunctive: Adverb Clauses) **6.** Es importante estudiar... (Prepositions) **7.** La iglesia está cerca... (*Ser y Estar*) **8.** En cuanto averigüemos la respuesta... (Present Subjunctive: Adverb Clauses) **9.** ¿Dónde esta...? (*Ser y Estar*) **10.** ¿Hace cuánto que lee el libro?/¿Cuánto tiempo lleva leyendo el libro? (Time and Date) **11.** ¿...lección en su casa? (Prepositions) **12.** ...van a hablar con usted/ustedes/él/ella/ellos/ellas. **13.** ...que soy misionero. (Time and Date) **14.** ...cerca de Dios. (Prepositions) **15.** Hay reuniones los domingos... (Time and Date) **16.** Podemos ir en taxi... (Prepositions) **17.** ...construyó el barco a mano. (Prepositions) **18.** Es esencial orar... (Prepositions) **19.** ...está a dos kilómetros... (Prepositions) **20.** ...será en la capilla. (Prepositions) **21.** ...puede hablar con usted/ustedes/él/ella/ellos/ellas. **22.** Para mí... (Prepositions) **23.** ...para que entendamos la verdad. (Present Subjunctive: Adverb Clauses) **24.** ¿...a las seis de la mañana? (Time and Date) **25.** ...en mil ochocientos veinte. (Time and Date) **26.** ...será el domingo. (Time and Date) **27.** ...a las cinco... (Time and Date) **28.** Es esencial orar... (Prepositions) **29.** La Conferencia General es en... (*Ser y Estar*) **30.** ...hacia mí. (Prepositions) **31.** Recibí el sacerdocio hace un año. (Time Expressions) **32.** ...su amigo en el parque. (Prepositions) **33.** Hoy es viernes. (Time and Date) **34.** Con tal de que nos arrepintamos... (Present Subjunctive: Adverb Clauses)

D. **1.** ¿Hace cuánto que viven aquí?/¿Cuánto tiempo llevan viviendo aquí? **2.** Llevaba media hora leyendo./Hacía media hora que leía. **3.** Tendremos una entrevista a las 6:30 de la tarde el sábado. **4.** Dios tiene un plan para mí. **5.** Iremos a la iglesia en autobús. **6.** La actividad será en la iglesia. **7.** ¿Está la casa de su amigo cerca de la suya? **8.** ¿Podemos venir a las 7:30? **9.** ¿Hace cuánto que son miembros?/Cuánto tiempo llevan de/como miembros? **10.** Cuando lleguemos, ustedes conocerán al obispo. **11.** Un convenio es un acuerdo entre Dios y nosotros. **12.** Según esta Escritura, ¿por qué es importante tener fe? **13.** Son las cinco y media ahora. **14.** Me bauticé/Fui bautizado hace seis años. **15.** ¿Compartirá su testimonio con nosotros? **16.** Bajo la dirección de Su Padre, Cristo creó la tierra. **17.** Estábamos con Dios antes de esta vida. **18.** La Escritura está en la página 734. **19.** Durante una apostasía no hay profetas. **20.** ¿La lección es en su casa?/¿Es la lección en su casa? **21.** No recibimos bendiciones a menos que obedezcamos. **22.** Es importante orar antes de leer.

E. **(3)** **1.** 6 de abril de 1830 **2.** 15 de mayo de 1829 **3.** 22 de septiembre de 1827 **4.** 23 de diciembre de 1805 **5.** Primavera de 1820 **6.** 26 de marzo de 1830 **7.** 27 de junio de 1844 **8.** 24 de julio de 1847

Comparatives and Superlatives

A. **1.** Los bienes terrenales son menos importantes que el Evangelio. **2.** Hay más gente en esta actividad que en la anterior. **3.** Mi testimonio es más fuerte que antes. **4.** Hay más templos ahora que antes. **5.** Dios es más poderoso que Satanás. **6.** La palabra de Dios es más poderosa que la espada. **7.** Trabajamos con miembros más que antes. **8.** Las Escrituras son más preciosas que el oro. **9.** La obediencia es más importante que el sacrificio. **10.** Dos testigos son más convincentes que uno. **11.** Nefi murmuró menos que Lamán y Lemuel. **12.** La luz brillaba más que el sol.

B. **1.** Satanás quiere que la gente sea tan miserable como él. **2.** ¿Ora tanto como antes? **3.** Dios ama a la gente de hoy tanto como en la antigüedad. **4.** Usted es tan importante como yo para Dios. **5.** Nefi trabajó tan fuerte como pudo para construir el barco. **6.** Lamán y Lemuel no fueron tan fieles como Nefi. **7.** Nadie ha sufrido tanto como Cristo. **8.** Isaías enseñó que nuestros pecados pueden llegar a ser tan blancos como la nieve. **9.** Puede ser tan limpio como cuando nació. **10.** No somos tan perfectos como Jesús.

C. **1.** La familia es la unidad social más importante. **2.** El reino telestial es el reino más bajo. **3.** El Libro de Mormón es el libro más correcto de la tierra. **4.** Nuestra obligación más importante es para con Dios. **5.** Lamán era el hijo mayor de Lehi. **6.** Mi hermano mayor sirvió una misión en Taiwan. **7.** Ésa fue la experiencia más difícil de mi vida. **8.** Mi bautismo fue uno de los días más felices de mi vida. **9.** Dios no puede considerar el pecado con el más mínimo grado de tolerancia. **10.** He tenido algunas de mis experiencias espirituales más poderosas al leer las Escrituras.

D. **1.** When saying **more than** with numbers, *de* replaces *que – Hay más de 125 templos...* **2.** *Como* is used to say **as** in a comparison of equality – *...tan importante como leer.* **3.** To say **in the (world**, **Church, family, etc.)** in a comparison, use *de* instead of *en – ...más grandes del mundo.* **4.** *Mejor* is a special form used instead of *más bien* or *más bueno – ¿Se siente mejor que antes?* **5.** When saying **more than** with numbers, *de* replaces *que – ...más de una vez.* **6.** To say **in the (world**, **Church, family, etc.)** in a comparison, use *de* instead of *en – ...más fuertes del barrio.* **7.** *Como* is used to say **as** in a comparison of equality – *...tan importante como el bautismo.* **8.** *Tan* is used instead of *tanto* before an adjective or adverb – *Me siento tan feliz...*

E. **1.** ...me siento mejor... **2.** Correct **3.** ...más valioso del mundo. **4.** ..es tan perfecto... **5.** Correct **6.** Correct **7.** Correct **8.** ...hace más de 200... **9.** Correct **10.** ...tantos problemas... **11.** ...a poco más de tres... **12.** Correct **13.** Correct **14.** Correct

F. ...esas personas recibirán la exaltación en el reino más alto...; ...recibirán su recompensa en el reino más bajo...

1. El reino más alto es el reino celestial
   Las personas más obedientes van al reino celestial
2. El reino más bajo es el reino telestial
   La personas más desobedientes van al reino telestial
3. Durante nuestra vida en la tierra tenemos la oprtunidad de tomar las peores o mejores decisiones de acuerdo con lo que deseamos seguir.

G. **1.** ...el cual es más dulce que todo lo dulce, y más blanco que todo lo blanco, sí, y más puro que todo lo puro...
2. No le es tan fácil al Señor enviar a su ángel en esta época ... como lo será después del tiempo de su venida?

Conditional

A.

saber		poner		decir		querer		hacer	
sabría	sabríamos	pondría	pondríamos	diría	diríamos	querría	querríamos	haría	haríamos
sabrías	sabríais	pondrías	pondríais	dirías	diríais	querrías	querríais	harías	haríais
sabría	sabrían	pondría	pondrían	diría	dirían	querría	querrían	haría	harían

leeríais		pensar		tener		enseñar		ir	
leería	leeríamos	pensaría	pensaríamos	tendría	tendríamos	enseñaría	enseñaríamos	iría	iríamos
leerías	leeríais	pensarías	pensaríais	tendrías	tendríais	enseñarías	enseñaríais	irías	iríais
leería	leerían	pensaría	pensarían	tendría	tendrían	enseñaría	enseñarían	iría	irían

C. **1.** podría **2.** podrían **3.** reaccionarían **4.** visitaríamos **5.** haría **6.** haría **7.** encantaría **8.** haría **9.** desearía **10.** gustaría

D. **1**. This sentence is set in the past, so the conditional needs to be used instead of the future – *…que Dios contestaría su oración.* **2**. *Decir* is irregular in the conditional – *¿qué le diría a Dios?* **3**. The conditional cannot be used for habitual actions in the past. Instead, the imperfect must be used – *…orábamos todos los días.* **4**. This sentence is set in the past, so the conditional needs to be used instead of the future – *…que Cristo vendría al mundo.* **5**. A common mistake is to cut off the last part of infinitives that end in *–rar*, *-rer*, or *–rir* such as *superar* when adding conditional endings. This sentence should say *…que Cristo superaría la muerte.* **6**. The conditional cannot be used by itself to mean **should**. To say **should**, *deber* is usually used – *Usted debe/debería leer este libro.* **7**. The conditional cannot be used in the **if** part of an **if**-**then** statement. Instead, the past subjunctive must be used – *Si usted leyera…* **8**. The conditional cannot be used for habitual actions in the past. Instead, the imperfect must be used – *…me decía que me amaba.*

E. **1.** Correct **2.** Correct **3.** Si prestáramos… **4.** …leía la Biblia… **5.** Correct **6.** Correct **7.** Correct **8.** Correct **9.** Correct **10.** ¿Qué haría…? **11.** Correct **12.** …llamaba un profeta… **13.** …me daba una bendición. **14.** …podríamos pasar…

F. Le diría del poder de la resurreción y el sellamiento de las familias en los templos.
Podríamos pedirle a algún hermano que le dé una bendición de salud.
Le enseñaríamos la lección de la Restauración.

G. **1.** Consequence: todo el género humano habría perecido.
Nadie habría sido salvo de la muerte.
Nadie podría heredar el reino de Dios.
2. Verbs: levantaría, sería, sería. These verses are good examples of talking about the future from a past point of view. Joseph received a promise that in a future time (from the perspective of his time), the Lord would raise up a prophet.

H. ¿Conocen a alguien que estaría interesado en escuchar nuestro mensaje o que se beneficiaría al escucharlo?; … pienso que vendrían si los invitáramos.; Creo que se interesaría mucho.; Y cómo creen que reaccionaría si la invitaran a escuchar las lecciones?; Pienso que le gustaría la idea…; …y también podríamos invitar a Doña Carmen ese día…; Mañana le preguntaré cuándo podría venir…

¿Hay alguien que ustedes conocen a quien le gustaría escuchar nuestro mensaje?
¿Qué dirían sus amigos si ustedes les invitan a escuchar a los misioneros?
¿Qué podrían hacer para invitar a sus amigos a la lección?

Conjunctions

A. **1**. y **2**. y **3**. que **4**. sino **5**. si **6**. ni **7**. ni **8**. pero **9**. pero **10**. que **11**. o **12**. ni **13**. ni **14**. o **8**. si **16**. sino

B. **1**. y **2**. u **3**. o **4**. si **5**. sino **6**. ni **7**. pero **8**. que **9**. e **10**. Si **11**. que **12**. sino

C. **1.** In this sentence, *y* comes before a word beginning with the *i* sound, so it changes to *e – ...un cuerpo perfecto e inmortal.* **2.** Whenever a conjugated verb is to come after *sino*, *sino* changes to *sino que – ...no cambia con el tiempo, sino que es la misma.* **3.** This is a negative sentence that introduces an alternative, so *sino* must be used instead of *pero – ...no sólo es creer, sino también actuar.* **4.** This is a negative sentence, so *ni* must be used instead of *o – ...no tenían penas ni dolor...* **5.** Whenever the word **that** could be used in English, *que* **must** be used in Spanish – *Cristo dijo que ninguna de las iglesias...* **6.** This is a negative sentence that introduces an alternative, so *sino* must be used instead of *pero – No oramos con vanas repeticiones, sino del corazón.* **7.** This is a negative sentence that introduces an alternative, so *sino* must be used instead of *pero – ...no es un personaje, sino una influencia.* **8.** Whenever the word **that** could be used in English, *que* **must** be used in Spanish – *Usted sabe que la Iglesia es verdadera.* **9.** In this sentence, *o* comes before a word beginning with the *o* sound, so it changes to *u – ...rechaza los principios u ordenanzas.* **10.** In this sentence, *y* comes before a word beginning with the *i* sound, so it changes to *e – ...a sus pensamientos e impresiones.*

D. **1**. Correct **2**. ...hacer ni decir nada... **3**. ¿Llamará e invitara...? **4**. Correct **5**. Alma dijo que debemos... **6**. ...sabían que Jesucristo vendría. **7**. Correct **8**. Correct **9**. ...no es una carga, sino una bendición. **10**. ¿...su fe u obediencia? **11**. ...en Jesucristo ni en Sus... **12**. Correct **13**. ...a Dios u otras influencias. **14**. ...de nosotros, sino de Dios. **15**. ...sino que nos arrepentimos... **16**. ...la Expiación e hizo posible...

Review: Cause and Effect

A. Dios ha preparado un plan para que todos Sus hijos **e** hijas **puedan** venir a la tierra para aprender y progresar. Sin embargo, no podemos progresar a menos que **tengamos** pruebas. Estas pruebas no son un castigo, **sino** una oportunidad de desarrollar más fe en Dios. Dios sabía que **tendríamos** que pasar por estas situaciones, así que nos ha dado la oración para que nos **comuniquemos** con Él. Antes de que Dios nos **conteste**, necesitamos tener fe en Dios. La fe hace que nos **arrodillemos** y **oremos** con verdadera intención. Dios está dispuesto a ayudarnos **por** el amor que Él tiene hacia nosotros. Estoy agradecido por la oración y sé que no **podría** vencer mis pruebas sin la oportunidad de orar a mi Padre Celestial.

B. Estoy muy agradecido por el arrepentimiento. Dios nos da la oportunidad de arrepentirnos **por** Su amor por nosotros. Cristo sufrió por nuestros pecados para que nosotros no **tuviéramos** que sufrir, y no **podríamos** ser limpios sin Jesucristo. No podemos arrepentirnos a menos que **seamos** humildes y reconozcamos que hemos pecado. Luego confesamos nuestros pecados a Dios para que Él nos **perdone**, y confesamos los pecados más serios a nuestros líderes para que ellos **puedan** ayudarnos a arrepentirnos. Hacemos todo lo posible por corregir los problemas que hayan causado nuestros pecados. El arrepentimiento hace que **seamos** humildes y que **tengamos** la guía del Espíritu. Yo le prometo que cuando usted se **arrepienta**, sentirá el amor de Dios y el poder purificador de la Expiación.

C. **1.** ...para que pueda... (Present Subjunctive: Adverb Clauses) **2.** En cuanto terminemos... (Present Subjunctive: Adverb Clauses) **3.** ...siempre oraba con mi madre. (Conditional) **4.** ¿Qué haría..? (Conditional) **5.** ...para que Dios le dé fortaleza. (Present Subjunctive: Adverb Clauses) **6.** ...murió por nosotros. (*Por y Para*) **7.** ...hijos e hijas de Dios. (Conjunctions) **8.** Si leyera y orara... (Conditional) **9.** ...un plan para todos... (*Por y Para*) **10.** Si pudiera hablar... (Conditional) **11.** ...agradecido por todas... (*Por y Para*) **12.** Antes de que salgamos... (Present Subjunctive: Adverb Clauses) **13.** ¿...una pregunta para nosotros? (*Por y Para*) **14.** Antes de que lea... (Present Subjunctive: Adverb Clauses) **15.** ...hace que actuemos. (Present Subjunctive: Noun Clauses) **16.** ...para que podamos tener... (Present Subjunctive: Adverb Clauses) **17.** ...tiene amor por usted. (*Por y Para*) **18.** ...no cree en Dios ni en los... (Conjunctions) **19.** ...importantes para Dios. (*Por y Para*) **20.** A menos que nos arrepintamos... (Present Subjunctive: Adverb Clauses) **21.** No sólo debemos creer, sino también... (Conjunctions) **22.** Después de que lea... (Present Subjunctive: Adverb Clauses) **23.** Yo sé que la Iglesia... (Conjunctions) **24.** ...no todos le creían. (Conditional) **25.** ...sabía que leeríamos... (Conditional) **26.** Las Escrituras dicen que debemos... (Conjunctions) **27.** ...no es una sugerencia, sino un mandamiento. (Conjunctions) **28.** A menos que sigamos a Cristo... (Present Subjunctive: Adverb Clauses) **29.** ...que Cristo vendría... (Conditional) **30.** ...hace que la gente se acerque más... (Present Subjunctive: Noun Clauses)

D. **1.** ¿Orará cuando terminemos? **2.** Ni usted ni yo somos perfectos. **3.** Tengo una pregunta para usted. **4.** ¿Qué preguntas tendría para el profeta? **5.** Este libro es de gran valor e importancia. **6.** ¿Debemos venir hoy u otro día? **7.** Para mí, el Libro de Mormón es muy importante. **8.** Escriba sus pensamientos y sentimientos. **9.** Cristo enseñó que debemos amarnos unos a otros. **10.** ¿Qué haría Jesús en esa situación? **11.** Cuando me bauticé/fui bautizado, prometí que seguiría a Cristo. **12.** Sabemos que es difícil, pero es muy importante. **13.** Sabrían que José Smith fue un profeta. **14.** O nuestro mensaje es verdadero o es falso. **15.** Ore hasta que Dios le conteste. **16.** Sé que José Smith fue un profeta. **17.** Si obedecen, serán más felices. **18.** Llámenos en cuanto/tan pronto como llame a su amigo. **19.** Cristo pagó el precio por nuestros pecados. **20.** Cristo murió por todos los hijos de Dios.

F. **Present Subjunctive: Adverb Clauses –** A fin de que progresáramos y llegáramos a ser como Dios... **Conjunctions –** ...viviríamos y obtendríamos...; ...progresáramos y llegáramos...; ...obtener un cuerpo y ser probado...; ...no recordamos nuestra vida preterrenal y debemos andar... **Conditional –** ...un lugar en el que viviríamos y obtendríamos experiencia...

G. **Present Subjunctive: Adverb Clauses –** . Adán cayó para que los hombres existiesen...; ...existen los hombres para que tengan gozo.; ...para que pudiéramos tener gozo, ¿no?; ...para que seamos felices y volvamos junto a Él... **Conditional –** ...que podrían permanecer en el Jardín...; ...¿podría leer segundo Nefi...?

H. **Present Subjunctive: Adverb Clauses –** ...y esto para que se cumpla la palabra que dice...; ...para que sus entrañas sean llenas de misericordia...; ...a fin de que según la carne sepa cómo socorrer...; ...a fin de que seáis lavados...; ...para que tengáis fe en el Cordero de Dios... **Conjunctions –** Y el saldrá...; ...aflicciones y tentaciones...; ...y esto para que...; ...palabra que dice...; ...dolores y aflicciones...; Y tomara sobre sí...; ...y sus enfermedades...; ...y he aquí...; ...os digo que...; ...arrepentrios y nacer...; ...el Espíritu dice que si...; ...y sed bautizados...; ...savlar y limpiar...

Present Subjunctive: Forms

A.

Regular

hablar		recibir		enseñar		leer	
hable	hablemos	reciba	recibamos	enseñe	enseñemos	lea	leamos
hables	habléis	recibas	recibáis	enseñes	enseñéis	leas	leáis
hable	hablen	reciba	reciban	enseñe	enseñen	lea	lean

ayunar		orar		aceptar		estudiar	
ayune	ayunemos	ore	oremos	acepte	aceptemos	estudie	estudiemos
ayunes	ayunéis	ores	oréis	aceptes	aceptéis	estudies	estudiéis
ayune	ayunen	ore	oren	acepte	acepten	estudie	estudien

Irregular *Yo* Form in Present Tense

hacer

haga	hagamos
hagas	hagáis
haga	hagan

tener

tenga	tengamos
tengas	tengáis
tenga	tengan

venir

venga	vengamos
vengas	vengáis
venga	vengan

decir

diga	digamos
digas	digáis
diga	digan

obedecer

obedezca	obedezcamos
obedezcas	obedezcáis
obedezca	obedezcan

poner

ponga	pongamos
pongas	pongáis
ponga	pongan

salir

salga	salgamos
salgas	salgáis
salga	salgan

oír

oiga	oigamos
oigas	oigáis
oiga	oigan

Completely Irregular

ir

vaya	vayamos
vayas	vayáis
vaya	vayan

ser

sea	seamos
seas	seáis
sea	sean

saber

sepa	sepamos
sepas	sepáis
sepa	sepan

haber

haya	hayamos
hayas	hayáis
haya	hayan

estar

esté	estemos
estés	estéis
esté	estén

dar

dé	demos
des	deis
dé	den

Stem-Changing

poder

pueda	podamos
puedas	podáis
pueda	puedan

recordar

recuerde	recordemos
recuerdes	recordéis
recuerde	recuerden

querer

quiera	queramos
quieras	queráis
quiera	quieran

entender

entienda	entendamos
entiendas	entendáis
entienda	entiendan

pedir

pida	pidamos
pidas	pidáis
pida	pidan

morir

muera	muramos
mueras	muráis
muera	mueran

servir

sirva	sirvamos
sirvas	sirváis
sirva	sirvan

seguir

siga	sigamos
sigas	sigáis
siga	sigan

B. **1.** seamos **2.** acepte **3.** tengan **4.** revelen **5.** enseñe **6.** sepamos **7.** haya **8.** pidamos **9.** perseveren **10.** reciba **11.** se bautice **12.** haga **13.** oremos **14.** vuelvan **15.** esté **16.** se arrepienta **17.** tenga **18.** resucitemos **19.** podamos **20.** aceptemos

C. **1.** aprendamos **2.** Correct **3.** Correct **4.** Correct **5.** Correct **6.** ponga **7.** Correct **8.** Correct **9.** oremos **10.** Correct **11.** Correct **12.** Correct

D. **Mosíah 3:19 –** se someta, se despoje, se haga, se vuelva; **DyC 68:25 –** tengan, enseñen; **DyC 20:77 –** bendigas, santifiques, participen, coman, testifiquen, puedan; **Hel. 5:12 –** lance, azoten, tenga; **Juan 3:16–17 –** se pierda, tenga, sea; **Moroni 10:3–5 –** leáis, leáis, recordéis, recibáis, meditéis, recibáis, preguntéis.

Present Subjunctive: Noun Clauses

A. **1.** reciban **2.** se bautizará **3.** ayunemos **4.** des **5.** tenga **6.** aplique **7.** busque **8.** esfuercen **9.** estemos **10.** comience

B. **1. Trigger:** Recomendamos**, Category:** Influence **2. Trigger:** Es muy probable que**, Category:** Opinion/Value Judgment **3. Trigger:** Queremos**, Category:** Influence **4. Trigger:** Es extraño que**, Category:** Opinion/Value Judgment **5. Trigger:** Nos gusta que**, Category:** Emotion **6. Trigger:** Es importante que**, Category:** Opinion/Value Judgment **7. Trigger:** Dudo que**, Category:** Doubt **8. Trigger:** Dios quiere que**, Category:** Influence **9. Trigger:** Nos alegramos de que**, Category:** Emotion **10. Trigger:** Es necesario que**, Category:** Opinion/Value Judgment **11. Trigger:** ...no cree que..., **Category:** Doubt **12. Trigger:** Esperamos que, **Category:** Influence

E. **1.** This sentence cannot be expressed the same way in Spanish as it is in English. In Spanish, the subjunctive is required – *Dios quiere que regresemos a Él.* **2.** This sentence shows doubt, so the subjunctive is required – *No creo que tengamos más folletos*. **3.** This sentence as it is written actually means, “What do you want to do to me?” To ask, “What do you want me to do?” you must use subjunctive. The correct sentence is *¿Qué quiere que haga?* **4.** This sentence shows influence, so the subjunctive is required – *Le pedimos a Dios que nos ayude*. **5.** This sentence shows doubt, so the subjunctive is required – *No estoy seguro de que ella esté enferma*. **6.** This sentence shows something that is true or certain in the speaker’s mind, so the subjunctive should not be used – *Creo que el hermano Pérez vive aquí*. **7.** This sentence shows a value judgment, so the subjunctive is required – *Es importante que leamos las Escrituras*. **8.** This sentence shows emotion, so the subjunctive is required – *Me sorprende que diga eso*. **9.** This sentence shows something that is true or certain in the speaker’s mind, so the subjunctive should not be used – *Es verdad que necesitamos orar*. **10.** This sentence shows influence, so the subjunctive is required – *Espero que venga a la iglesia*.

F. **1.** …debamos tomar mucho tiempo… **2.** ...sea verdadero... **3.** …estudien las Escrituras… **4.** …que asista con nosotros… **5.** Correct **6.** Dios quiere que estemos limpios… **7.** ...que tenga ánimo… **8.** ...que viva la Palabra... **9.** Correct **10.** Correct **11.** …venga a nuestra cita. **12.** …que nos des… **13.** …todos guardemos… **14.** Correct **14**. Correct

G.

Moroni 10:3–4	
leáis	Value Judgment
recordéis	Influence (from *exhortaros*)
meditéis	Influence (from *exhortaros*)
preguntéis	Influence

Alma 34:9–14	
se realice	Value Judgment
haga	Value Judgment
Haya	Value Judgment
Haya	Value Judgment
Ponga	Value Judgment

Helamán 12:6	
gobierne	Influence
reine	Influence
sea	Influence

H. Sí, Dios quiere que nos arrepintamos.; Después, debemos orar y confesarle a Dios nuestros pecados y también pedirle que nos perdone.; Cuando hayamos ofendido a alguien o hayamos hecho algo malo, debemos enmendarlo y corregirlo.; Es importante que siempre tengamos el deseo de estar cerca de Dios.

Present Subjunctive: Adjective Clauses

A. **1.** pueda **2.** habla **3.** persevere **4.** tenga **5.** indique **6.** tome **7.** digan **8.** pagan **9.** tenga **10.** he **11.** enseña **12.** more **13.** tenga **14.** tenga

B. **1.** When describing a person whose existence is unknown or uncertain, use subjunctive – *No hay nadie que tenga...* **2.** When describing something whose existence is unknown or uncertain, use subjunctive – *¿Hay algo que podamos hacer...?* **3.** When describing a person whose existence is unknown or uncertain, use subjunctive – *¿Conocen a alguien que quiera...?* **4.** When describing something whose existence is unknown or uncertain, use subjunctive – *...un lugar en que el Espíritu pueda estar presente.* **5.** This sentence shows that the men definitely exist, so the indicative is required – *...son hombres que tienen autoridad.* **6.** This sentence shows that the passage definitely exists, so the indicative is required – *...que habla del arrepentimiento.* **7.** This sentence shows that the story definitely exists, so the indicative is required – *...que enseña sobre la fe.* **8.** When describing something whose existence is unknown or uncertain, use subjunctive – *¿...duda que tenga en cuanto al bautismo?*

C. **1.** ...que sea perfecto. **2.** ...que hable... **3.** ...que tengo. **4.** Correct **5.** ...que testifican... **6.** ...que tenga... **7.** Correct **8.** ...que no podamos hacer... **9.** Correct **10.** Correct **11.** ...que deseen saber... **12.** ...que me gusta mucho...

E. **1.** habla **2.** hayan **3.** hayan

F. **1.** se humillen, deseen, vengan, testifiquen, manifiesten
2. Y cualquiera que crea en mí, y sea bautizado, éste será salvo...; Y quien no crea en mí, ni sea bautizado, será condenado.

Present Subjunctive: Adverb Clauses

A. **1.** bendiga **2.** sepa **3.** empecemos **4.** mande **5.** termine **6.** venga **7.** llegue **8.** guíe **9.** obedecemos **10.** recibimos **11.** lea **12.** sobreabunden **13.** nos arrepintamos **14.** enseñemos

B. **1.** Bendícenos para que tengamos Tu Espíritu. **2.** Ore hasta que Dios le conteste. **3.** Antes (de) que terminemos, ¿compartirá sus sentimientos? **4.** Mientras enseñemos, presten atención a sus sentimientos. **5.** Aunque sea difícil, debemos obedecer. **6.** Cuando me siento preocupado/a, oro por consuelo. **7.** Podemos reunirnos cuando (usted) quiera. **8.** Aunque tengo pruebas, sé que Dios me ama. **9.** Ore para que Dios lo ayude a obedecer. **10.** Iré a donde el Señor quiera. **11.** No puede hacer nada sin que Dios lo sepa. **12.** No recibiremos una respuesta a menos que tengamos fe.

C. **1.** *Para que* always requires the subjunctive – *...para que podamos...* **2.** *A menos que* always requires the subjunctive – *...a menos que aceptemos...* **3.** The action of the verb *leer* hasn't happened yet, so it needs to be in the subjunctive – *Cuando lea...* **4.** *Para que* always requires the subjunctive – *...para que Dios nos perdone.* **5.** The action of the verb *llamar* hasn't happened yet, so it needs to be in the subjunctive – *...hasta que usted llame.* **6.** *Antes de que* always requires the subjunctive – *Antes de que salgamos...* **7.** The action of the verb *bautizarse* hasn't happened yet, so it needs to be in the subjunctive – *Después de que usted se bautice...* **8.** This sentence shows a habitual action, so *en cuanto* doesn't use subjunctive – *En cuanto termino de leer...* **9.** The action of the verb *leer* hasn't happened yet, so it needs to be in the subjunctive – *...mientras leamos.* **10.** *Para que* always requires the subjunctive – *...para que tenga éxito.*

D. **1.** Correct **2.** Correct **3.** ...para que nos guíe... **4.** Correct **5.** Correct **6.** ...para que Dios le diga... **7.** Correct **8.** Con tal de que hagamos... **9.** Correct **10.** Correct **11.** ...sin que Dios lo ayude. **12.** ...para que progresemos. **13.** Correct **14.** Correct **15.** Antes de que usted se vaya... **16.** ...a menos que obedezcamos.

F. **1.** hablen, confirme **2.** sigamos **3.** sigamos

G. **1.** ...para que todo aquel que en cree, no se pierda, mas tenga vida eterna.; ...sino para que el mundo sea salvo por él.
2. (DyC 20:77) ...para que lo coman en memoria del cuerpo de tu Hijo, y testifiquen ante ti, oh Dios, Padre Eterno... ... para que siempre puedan tener su Espíritu consigo.; (DyC 20:79) ... para que lo hagan en memoria de la sangre de tu Hijo... ... para que testifiquen ante ti, oh Dios, Padre Eterno, que siempre se acuerdan de él... ... para que puedan tener su Espíritu consigo.

Past Subjunctive

Note: Any answer using the past subjunctive can use either the -ra endings or the -se endings. The -ra endings are used as the default in the answers.

A.

recibir		ser		haber		poder		entender	
recibiera	recibiéramos	fuera	fuéramos	hube	hubiéramos	pudiera	pudiéramos	entendiera	entendiéramos
recibieras	recibirerais	fueras	fuerais	hubieras	hubierais	pudieras	pudierais	entendieras	entendierais
recibiera	recibieran	fuera	fueran	hubiera	hubieran	pudiera	pudieran	entendiera	entendieran

guardar		tener		decir		bendecir		hacer	
guardara	guardaran	tuviera	tuviéramos	dijera	dijéramos	bendijera	bendijéramos	hiciera	hieciéramos
guardaras	guardarais	tuvieras	tuvierais	dijeras	dijerais	bendijeras	bendijerais	hicieras	hicierais
guardara	guardaran	tuviera	tuvieran	dijera	dijeran	bendijera	bendijeran	hiciera	hicieran

B. **1**. pudiéramos **2**. comieran **3**. volvieran **4**. hubiera **5**. se uniera **6**. hubiera **7**. siguieran **8**. hablara **9**. tuviera **10**. predicaran **11**. existiéramos **12**. estuviéramos

C. **1.** El hermano García dijo que fuéramos a visitarlo el lunes. **2.** Ustedes prefirieron que pasáramos más tarde. **3.** Era importante que estuviéramos atentos durante la lección. **4.** Estuvimos contentos de que usted hubiera leído. **5.** Buscábamos una persona que estuviera interesada. **6.** Esperamos que usted orara después de leer. **7.** Le pedimos que leyera el Libro de Mormón. **8.** Lamentábamos que no hubiera orado. **9.** Oramos para que el Espíritu estuviera con nosotros. **10.** Queríamos que usted sintiera el Espíritu durante las reuniones. **11.** Le recomendamos que buscara la respuesta en las Escrituras. **12.** Deseábamos que adquiriera un testimonio.

D. **1**. Si el señor Blanco estuviera más dispuesto a orar, podría recibir una respuesta. **2**. Si la señora Ruis entendiera el plan de sal-

vación, tendría más paz en su vida. **3**. Tendríamos más oportunidades de enseñar si habláramos con más gente. **4**. Si la familia Sánchez viniera a la iglesia, ellos sentirían el Espíritu. **5**. Las personas podrían ser más felices si entendieran nuestro mensaje. **6**. El señor Robles podría sentir el Espíritu con más facilidad si dejara de fumar. **7**. Si planificáramos con más eficacia, nuestras lecciones serían mejores. **8**. La señora Veldez se sentiría más cómoda si conociera a más personas en la capilla. **9**. Si entendiéramos la duda del señor Pino, podríamos ayudarlo mejor.

E. **1.** *Hizo posible que* shows influence and requires the past subjunctive – *...pudiéramos arrepentirnos.* **2.** This is a hypothetical sentence, so the past subjunctive is required in the **if** part of the sentence – *Si pudiéramos pasar...* **3.** *No podíamos creer que* shows doubt and requires the past subjunctive – *...que el hubiera cambiado tanto.* **4.** *Para que* is an adverb clause that always requires the subjunctive. The sentence is set in the past, so past subjunctive is required – *...para que usted pudiera...* **5.** *A menos que* is an adverb clause that always requires the subjunctive. The sentence is set in the past, so past subjunctive is required – *...a menos que tuviéramos el libre albedrío.* **6.** *Antes de que* is an adverb clause that always requires the subjunctive. The sentence is set in the past, so past subjunctive is required – *...antes de que Cristo viniera otra vez.* **7.** This is a hypothetical sentence, so the past subjunctive is required in the **if** part of the sentence – *Si orara...* **8.** *Nos pidió que* shows influence and requires the past subjunctive – *...nos pidió que habláramos con usted.* **9.** *Dios quería que* shows influence and requires the past subjunctive – *regresáramos a vivir con Él.* **10.** This sentence is not a hypothetical, so it can't use past subjunctive – *Si yo iba a la iglesia, sentía el Espíritu.*

F. **1.** Correct **2.** ...que Cristo fuera perfecto. **3.** ...que pagara el precio... **4.** Correct **5.** ...que pudiera contestar... **6.** ...para que actuaran en Su nombre. **7.** ...que su padre fuera profeta. **8.** Correct **9.** Correct **10.** Correct **11.** ...antes de que se organizara el mundo. **12.** Correct **13.** Correct **14.** ...que Dios contestara su oración. **15.** Correct **16.** Correct

H. **1. If-then:** [Si] fuera yo un ángel y se me concediera el deseo de mi corazón ... declararía yo a toda alma, como con voz de trueno, el arrepentimiento y el plan de redención.
Reason for past subjunctive: This is a hypothetical sentence; Alma was not an angel at the time he spoke it. The past subjunctive is required in hypothetical sentences
2. alcanzasen/alcanzaran; errasen/erraran; fuese/fuera; buscasen/buscaran; fuesen/fueran; pecasen/pecaran; fueran/fuesen; se arrepintieran/se arrepintiesen; fuesen/fueran; fuesen/fueran; recibieran/recibiesen; tuviera/tuviesen; tuviesen/tuvieran
3. 2 Ne. 2:22–23: Si Adán no hubiese transgredido, no habría caído, ... habría permanecido en el jardín de Edén ... y todas las cosas que fueron creadas habrían permanecido en el mismo estado ... y habrían permanecido para siempre... y no hubieran (**Note:** haber in if-then clauses can be used in the past subjunctive instead of the conditional in the "then" part) tenido hijos ... habrían permanecido en un estado de inocencia... **2 Ne 9: 8–9**: Si la carne no se levantara más, nuestros espíritus tendrían que estar sujetos a ese ángel... y nuestros espíritus habrían llegado a ser como él... y nosotros seríamos diablos.

Review: Judgment, Doubt, Emotion, Possibility, Influence

A. Dios escogió a Jesucristo para que **pudiera ser** nuestro Salvador. Jesucristo era perfecto y estaba preparado para efectuar la Expiación. Mientras estaba en el Jardín de Getsemaní, Cristo pidió a Su Padre que le **quitara** la carga de todos los pecados del mundo. Sin embargo, Cristo cumplió con su misión. No había nadie más que **pudiera** cumplir con esa misión. Jesucristo quiere que **utilicemos** la Expiación en nuestras vidas. Para hacerlo, Cristo nos pide que **tengamos** fe, nos **arrepintamos** de nuestros pecados, nos **bauticemos** por inmersión, **recibamos** el don del Espíritu Santo y **perseveremos** hasta el fin. No hay nadie que **sea** perfecto, y Dios no manda a nadie que no **participe** de la Expiación. La Expiación ha sido una gran bendición para mí y quiero que usted también **reciba** las bendiciones de la Expiación.

B. Dios desea que todos Sus hijos **sean** felices. Por eso, Él preparó un plan que permite que **regresemos** a Su presencia. Este plan se llama el plan de salvación. Dios sabía que no seríamos perfectos, pero que era esencial que **viniéramos** a la tierra para ganar experiencia. Es importante que **reconozcamos** que somos hijos de Dios y que **vivamos** según ese conocimiento para que algún día **podamos** regresar con Dios. Yo sé que Dios le ama a usted y que Él ha hecho posible que usted **vuelva** a vivir con Él si tiene fe y obedece sus mandamientos.

C. **1.** ...que haya cumplido con su meta. (Present Subjunctive: Noun Clauses) **2.** Dios quiere que seamos felices. (Present Subjunctive: Noun Clauses) **3.** ...hizo que pudiéramos arrepentirnos. (Past Subjunctive) **4.** ...quería que llegáramos a ser... (Past Subjunctive) **5.** ...donde more el Espíritu. (Present Subjunctive: Adjective Clauses) **6.** ...quería que nosotros leyéramos... (Past Subjunctive) **7.** ...después de que se bautice. (Present Subjunctive: Adverb Clauses) **8.** ...no había nadie que tuviera... (Past Subjunctive) **9.** ...preguntas que tenga... (Present Subjunctive: Adjective Clauses) **10.** ¿Hay algo que podamos...? (Present Subjunctive: Adjective Clauses) **11.** ...que habla de la fe. (Present Subjunctive: Adjective Clauses) **12.** ...que su amigo tenga interés... (Present Subjunctive: Noun Clauses) **13.** ...le quitara esa carga. (Past Subjunctive) **14.** ...que nos des el Espíritu. (Present Subjunctive: Noun Clauses) **15.** No creo que ellos vivan... (Present Subjunctive: Noun Clauses) **16.** Si usted se bautizara... (Past Subjunctive) **17.** ¿Quiere que vengamos más temprano? (Present Subjunctive: Noun Clauses) **18.** ...que su amigo pueda ir... (Present Subjunctive: Noun Clauses) **19.** ...que hable de la obediencia. (Present Subjunctive: Adjective Clauses) **20.** ...que sea imposible... (Present Subjunctive: Adjective Clauses) **21.** ...que tuviéramos esta experiencia. (Past Subjunctive) **22.** ...en las decisiones que tome... (Present Subjunctive: Adjective Clauses) **23.** ...que haya recibido... (Present Subjunctive: Noun

Clauses) **24.** Creo que necesitamos... (Present Subjunctive: Noun Clauses) **25.** No creo que podamos... (Present Subjunctive: Noun Clauses) **26.** ...que pudiéramos llegar a ser... (Present Subjunctive: Noun Clauses) **27.** ...que la actividad sea en la iglesia. (Present Subjunctive: Noun Clauses) **28.** ...que nos bendiga. (Present Subjunctive: Noun Clauses) **29.** ¿...las dudas que tiene? (Present Subjunctive: Adjective Clauses) **30.** ...para que todos pudiéramos... (Past Subjunctive) **31.** ...a menos que seamos... (Present Subjunctive: Adverb Clauses) **32.** ...que compartiera su testimonio. (Past Subjunctive)

D. **1.** Cristo pidió a Pedro, Santiago y Juan que lo siguieran. **2.** Dios mandó a Adán y Eva que no comieran el fruto. **3.** Ésta es una Escritura que habla del arrepentimiento. **4.** Cuando oren, pregunten a Dios si el Libro de Mormón es verdadero. **5.** **¿**Tienen amigos que tengan interés/que estén interesados? **6.** Cristo le dijo a José Smith que no se uniera a ninguna de las iglesias. **7.** No recibiremos respuestas a menos que tengamos fe. **8.** Queremos que usted reciba un testimonio. **9.** Dios le dijo a Nefi que construyera un barco. **10.** No había nadie que pudiera contestar las preguntas de José. **11.** Estamos seguros de que ustedes tendrán una buena experiencia. **12.** Si usted estuviera presente en la lección, nuestro investigador se sentiría más cómodo. **13.** Es importante que tenga fe. **14.** Pida a Dios que lo ayude a entender. **15.** ¿Entiende el versículo que leímos? **16.** Dios escogió a Cristo antes de que se creara el mundo. **17.** La gente que obedezca irá al reino celestial. **18.** Les pedimos que leyeran dos capítulos. **19.** Dios quiere que regresemos/volvamos a Él. **20.** Es importante que oremos primero. **21.** Hay un miembro de nuestra Iglesia que vive en su barrio. **22.** ¿Conocen a alguien que esté interesado/que tenga interés en nuestro mensaje?

E. Obediencia

1. Es bueno que seamos obendientes.
   Recibimos bendiciones
   Demostramos amor por el Padre Celestial
2. Quiero que busquen Escrituras que se refieren a la obediencia.
   Del Libro de Mormón
   De Doctrina y Convenios
3. Es importante que seamos obedientes para nuestra salvación.
   La obediencia nos califica para el reino celestial
   Nos ayuda a ser libres del mal

F. ...hizo posible que todos nosotros **disfrutáramos (noun clause)** de la inmortalidad y la vida eterna... ... depende de la forma en que **utilicemos (adjective clause)** ese don. Él desea que todos Sus hijos **encuentren (noun clause)** paz en esta vida y una plenitud de gozo en Su presencia en la vida venidera; Él desea que **lleguemos (noun clause)** a ser como Él.

G. **Noun clauses – ...**no se exige que un hombre corra más aprisa de lo que sus fuerzas le permiten...; Nuestro Padre Celestial desea que tengamos un balance en nuestra vida.; El Señor quiere que seamos felices. **Adjective clauses –** Yo sé que el Señor los ayudará en cada paso que tomen... Bueno, me consuela saber que Dios nos ayudará en cada paso que tomemos.

H. **1.** pidan (adjective clause); queráis (adjective clause); hagan (noun clause)

I. **1.** Jesucristo murió por nosotros para que pudiéramos ser libres de la muerte física y espiritual. El quiere que nosotros podamos usar su sangre expiatoria para la remisión de nuestros pecados por medio del arrepentimiento y el batismo. Por lo tanto, Él nos pide que seamos fieles a los mandamientos.

Index

Audio Index

Note: The albums and tracks on the MP3 player are marked in this index in this manner:

Artist

Album

Track 1
Track 2
etc...

Thus, for the book below, **El Libro de Mormón** is the artist, **LdM01 – Introducción** is the album, and **El testimonio de José Smith**, **El testimonio de ocho testigos,** etc. are the tracks.

El Libro de Mormón

LdM01 – Introducción

El testimonio de José Smith
El testimonio de ocho testigos
El testimonio de tres testigos
Intr.oduccion
Nombre y orden de los libros
Página de la cubierta
Página de la portada
Una breve explicación

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1 Nefi 14
1 Nefi 15
1 Nefi 16
1 Nefi 17
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Prefacio del Primer Libro de Nefi

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Enós
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Jarom
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Omni

LdM08 – Palabras de Mormón

Las Palabras de Mormón Intro
Las Palabras de Mormón

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Una Relacion encab.

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Alma 7
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Alma 16
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Tasks

Compartir una experiencia
Conocer a alguien
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Hablar con todos
Hacer preguntas y escuchar
Invitar a hacer compromisos
Obtener referencias
Ofrecer una oración
Testificar
Usar las Escrituras
Verificar compromisos

Talks

Talks

Elder Dallin H. Oaks – Good, Better, Best (October 2007)
Elder David F. Evans – Your Mission Will Change Everything (April 2006)
Elder Erich W. Kopischke – Preach My Gospel-the Unifying Tool between Members and Missionaries (October 2007)
Elder L. Tom Perry – The Message of the Restoration (April 2007)
Elder Paul K. Sybrowsky – If Christ Had My Opportunities. . . (October 2005)
Elder Richard G. Scott – The Power of Preach My Gospel (April 2005)
Elder Russell M. Nelson – The Gathering of Scattered Israel (October 2006)
Elder Ulisses Soares – Feed My Sheep (October 2005)
President James E. Faust – The Restoration of All Things (April 2006)

ESL LSA

Note: These clips are recordings of people who speak English as a second language. They are arranged from level two to level seven, with two being the lowest skill level and seven being the highest (see the chart on page 2 of *Vocabulary and Phrases*). These clips may give you an idea of how you sound to a native speaker of Spanish.

ESL LSA

ESL LSA 2
ESL LSA 3
ESL LSA 4
ESL LSA 5
ESL LSA 6
ESL LSA 7

First Vision

First Vision

First Vision – Accentuation
First Vision – Normal
First Vision – Syllables
First Vision – Vowels

Native Situation Practice

Note: Each of these clips is a response from a native speaker to a certain prompt. The clips are organized by number and the corresponding prompts appear here. Each prompt has two example responses (labeled A and B). The prompts are arranged by the type of situation. Practice these prompts yourself and compare yourself to the native speakers. As you do, remember that there are many different styles and ways to teach effectively.

1 - Teaching

NSP 01 – You have just extended a baptismal commitment to a progressing investigator and she has declined. She says that she doesn't see any need in getting baptized. Answer the question "Why do I need to be baptized?"

NSP 02 – You are conducting a lesson with a recent convert. Teach a short lesson about the sacrament.

NSP 03 – A man who you are talking to on a bus says that he has heard that we baptize dead people in the Church. Explain the doctrine of vicarious ordinances for the dead.

NSP 04 – Give a short talk about the Holy Ghost at a baptismal service.

NSP 05 – Explain patriarchal blessings to a recent convert who has just heard a talk in church about patriarchal blessings.

NSP 06 – Explain how and why priesthood blessings are given to a progressing investigator who has suddenly become sick.

NSP 07 – Explain the difference between the Aaronic and Melchizedek Priesthoods to a recent convert young man who is preparing to receive the Aaronic Priesthood.

NSP 08 – Explain to an investigator with a baptismal date what they need to do to prepare to go the temple.

NSP 09 – Explain repentance to a new investigator with no religious background.

NSP 10 – Explain faith to an investigator who is struggling with an alcohol addiction.

NSP 11 – You are teaching an investigator for the second time. You have just talked about Moroni's promise in Moroni 10:3-5. Explain who the Holy Ghost is and what he does for us.

NSP 12 – Explain the difference between the influence of the Holy Ghost and the gift of the Holy Ghost to an investigator who has just accepted a baptismal commitment.

NSP 13 – Explain the difference between the Restoration and the Reformation to the non-member mother of a family in which the father and the 18-year-old son have just been baptized.

NSP 14 – A woman whom you met while waiting in line at the post office asks you, "What's the difference between your church and any other church? What's special about your church?"

NSP 15 – Explain the importance of making and keeping commitments to an investigator who is struggling to keep the commitment to read and pray.

NSP 16 – Teach a small lesson in district meeting about using the scriptures.

NSP 17 – Explain the necessity of trials to an investigator that is going through economic hardship.

NSP 18 – You are asked to give a short talk in sacrament meeting about the scriptures. Explain the

relationship between the Book of Mormon and the Bible.

NSP 19 – Teach about and extend a commitment to keep the Sabbath day holy to a less-active family.

NSP 20 – Explain how to pray to a man who has grown up reciting prayers.

NSP 21 – A new investigator came to church last week for fast and testimony meeting and was a little confused at what fasting is and why we do it. Explain what fasting is and why it's important.

NSP 22 – Explain confirmation and the gift of the Holy Ghost to an investigator with a baptismal date.

NSP 23 – You are talking to an investigator who doesn't quite understand why her baptism in another church is not valid in our church. Respond to her concern.

NSP 24 – Tell an investigator what happens after we die.

NSP 25 – Tell an investigator about pre-earth life.

NSP 26 – Explain the importance of prophets to a man that has very little experience with religion or with reading the Bible.

NSP 27 – You are planning to teach a new investigator about the Restoration. Prepare three questions that will help you check for understanding.

NSP 28 – Explain the Great Apostasy to a devout Christian whom you met through one of his member friends.

NSP 29 – An investigator tells you that she has heard that we do not believe in the Bible.

NSP 30 – Tell an investigator who does not have a Christian background about the resurrection of Christ. Bear your testimony of this event and of the principle of resurrection.

NSP 31 – Explain how resurrection and reincarnation are different to an investigator who currently believes in reincarnation.

NSP 32 – You are helping a member see how the gospel has blessed their life in order to motivate them to do missionary work. Tell how your life would be different if you didn't have the gospel.

2 - Testifying

NSP 33 – You are teaching an investigator with a baptismal date about the law of tithing. Testify about the importance of tithing.

NSP 34 – You are teaching an investigator with a baptismal date about the law of chastity. Testify to an investigator about the importance of the law of chastity.

NSP 35 – Testify about the importance of temples to a recent convert who is preparing to go to the temple.

NSP 36 – You are teaching a woman with three small children who feels overwhelmed by everything that is required of her. Explain how daily prayer has blessed your life.

NSP 37 – You are meeting for the first time with a family that was referred to you by the second counselor in the branch presidency. Testify of how the Atonement of Christ has affected your life.

NSP 38 – Bear your testimony of the importance of obedience in a zone conference.

NSP 39 – You are teaching a progressing investigator about dispensations and apostasy. Tell about how following the prophet has blessed your life.

3 - Commitments and Follow-up

NSP 40 – You are working with a less-active man who has not been to church since he was baptized. Promise blessings associated with coming to church.

NSP 41 – You meet and begin talking with a young couple while going to another appointment. Invite them to hear more about eternal families and set up a meeting with them for another time.

NSP 42 – Invite an active member to invite their non-member friends to a ward activity next week.

NSP 43 – Invite the father of a part-member family (the mother and two sons are active members) to start taking the missionary lessons.

NSP 44 – Follow up on a commitment you gave to a new investigator to read 3 Nephi 11 and pray about the Book of Mormon.

NSP 45 – Follow up on a commitment you gave to an investigator with a baptismal date to stop smoking.

NSP 46 – Promise blessings to an active member family associated with helping others learn of the gospel. Ask for referrals.

NSP 47 – Extend a baptismal commitment to an investigator who has read and prayed about the Book of Mormon and has felt a confirmation that it is true.

4 - Resolving Concerns

NSP 48 – One of your progressing investigators asks you the question, “Why do bad things happen to good people?”

NSP 49 – An investigator asks you why she cannot drink alcohol every once in a while in social situations.

NSP 50 – A new investigator says that he likes some of the things that the Church teaches but thinks that there is more than one true church. Bear you testimony of the Restoration.

NSP 51 – Ask three questions that would help you find out why a recent convert has become less active.

NSP 52 – An investigator tells you that she wants to get baptized but does not know what her family will think.

NSP 53 – Ask three questions that will help you understand why a new investigator does not want to come to church.

5 - Telling a Story

NSP 54 – You have an appointment with a less-active family that struggles with their testimonies of the Book of Mormon. Tell the story of the Brother of Jared. Talk about what you can learn from that story.

NSP 55 – You are talking to a new investigator about the Book of Mormon. Talk about how you came to know that the Book of Mormon is true.

NSP 56 – While tracting you meet a young man who invites you in. You have already talked about his religious background and he asks you what makes your church different from all the others. Briefly relate the story of the First Vision.

NSP 57 – You are teaching a Sunday School class. Talk about how the Atonement worked in the life of Alma the Younger.

NSP 58 – Relate your favorite experience that you have had while with your current companion while talking to your mission president in an interview.

NSP 59 – You are talking to a recent convert who is trying to adopt the principles of the gospel in their parenting, but they feel overwhelmed. Tell about one thing that your parents have done to help you in your life.

NSP 60 – Briefly relate the story of Adam and Eve in the Garden of Eden while talking to an investigator with a baptismal date about agency.

NSP 61 – There is a young man in your area that has just received his mission call. He asks you what the MTC is like. Tell about your first day in the MTC. Who was there? When was it? What did you feel?

6 - Getting to Know Someone

NSP 62 – You have started up a conversation with a woman on a bus, she asks about where you are from. Talk about your hometown.

NSP 63 – Tell about your family to the bishop in the ward you have just been transferred into.

NSP 64 – Tell a man whom you met on the bus who you are and why you are here as a missionary.

NSP 65 – A woman in the grocery store asks why you are wearing name tags. Explain your calling as a missionary. Get to know her and invite her to learn more about the gospel.

NSP 66 – You've just moved into a new apartment. Introduce yourself to your next door neighbor and explain missionary service. Invite them to hear the first lesson.

NSP 67 – Ask three questions that would help you get to know your new companion.

7 - Other

NSP 68 – Your companion came down sick this morning. Leave a phone message for an investigator telling them that you need to reschedule a meeting.

NSP 69 – You are in a district meeting. Tell your district leader about the progress of one of your investigators.

NSP 70 – You have just talked to a man on the street about the gospel and he is interested in learning more. He has set up a time to meet with you again, but you have also invited him to come to church with you on Sunday. He does not know how to get there. Tell him how to get to the chapel.

NSP 71 – Talk with the branch president about how to help a less-active brother come back to church. Discuss how you can help him as missionaries, and discuss what the branch can do to help.

NSP 72 – Leave a phone message for the missionaries in the area next to yours telling them about a man you met today on the street who lives in their area.

NSP 73 – You are meeting with an active member before his investigator friend is coming over for a lesson. Tell him your plan for the lesson and let him know how you would like him to help teach.

NSP 74 – Talk with your companion about your plans for the day, who you are visiting, what you are teaching them, where they live, and what commitments you would like to extend. Also discuss finding activities.

NSP 75 – A new investigator is curious about missionary life. Talk about what you normally do on preparation day.

NSP 76 – Tell a new investigator what to expect at a sacrament meeting.

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